

Benares Hindu University,

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MINUTES

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# BENARES HINDU UNIVERSITY.

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# MINUTES OF THE MEETING OF THE FIRST COURT

*Held under Statute 16 of the Statutes of the University.*

## No. 1.

12TH AUGUST, 1916—12 NOON.

### Present:

1. His Highness Maharaja Sir Prabhu Narayan Singh Bahadur, G.C.I.E., *in the Chair*,
2. The Hon'ble Dr. Sundarlal, Rai Bahadur, B.A., LL.D., C.I.E., *Vice-Chancellor*,
3. The Hon'ble Maharaja Sir Rameshwar Singh Bahadur, G.C.I.E., of Darbhanga,
4. Dr. Sir Gooroodass Banerjee, Kt., M.A., D.L., Ph. D., of Calcutta,
5. Mahamahopadhyaya Pandit Shiva Kumar Shastri of Benares,
6. Mahamahopadhyaya Pandit Aditya Ram Bhattacharya, M.A., of Allahabad,
7. Mahamahopadhyaya Dr. Ganganath Jha, M.A., D.Litt., of Allahabad,
8. Mahant Satish Chandra Giri of Tarakeshwar,
9. Thakur Suraj Baksh Singh of Sitapur,
10. The Hon'ble Babu Motichand, C.I.E., of Benares,
11. Seth Narottam Morarjee Gokuldas of Bombay,
12. The Hon'ble Raja Sir Rampal Singh, K.C.I.E., of Kurri Sudauli,
13. Babu Bhagvandas, M.A., of Benares,
14. The Hon'ble Dr. Tej Bahadur Sapru, M.A., LL.D., of Allahabad,
15. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B., of Allahabad,



16. Pandit Bhaskar Ramchandra Arte, M.A., of Baroda,
17. Kunwar Chain Singh, M.A., LL.B., of Pokhran, of Jodhpur,
18. Babu Sanjiban Ganguli, M.A., of Jaipur,
19. Sardar Bachan Singh, B.A., of Nabha,
20. Pandit Baldev Ram Dave of Allahabad,
21. Babu Manmohan Bhattacharya, M.A., of Calcutta,
22. Babu Mangala Prasad, M.A., of Calcutta,
23. Gosain Rampuri of Benares,
24. Raja Raghuraj Singh of Mankapur,
25. Babu Madho Prasad of Allahabad,
26. Babu Manmohandas of Allahabad,
27. Bhateley Shyam Beharilal of Etawah,
28. Pandit Someshwara Datta Shukla, B.A., of Sitapur, and,
29. Rai Sahib Chaudhri Raghubir Narayan Singh of Meerut.

His Honor the Lieutenant-Governor of the United Provinces of Agra and Oudh, Visitor of the University, was also present.

There was a large attendance of visitors.

The meeting opened with a prayer by Mahamahopadhyaya Pandit Shiva Kumar Shastri.

The Vice-Chancellor then rose and said :—

“This is the first meeting of the Court of the Benares Hindu University. We knew that, owing to unavoidable causes, our Chancellor, His Highness the Maharaja of Mysore, would not be able to grace this meeting with his presence. But we had looked forward to the pleasure of welcoming to-day our Pro-Chancellor, His Highness Maharaja Scindia of Gwalior. I regret, however, to inform you that illness has prevented His Highness from coming here. I myself was with His Highness at Sipri only three days ago and I can assure you that, keen as is our disappointment at his absence to-day, his is not less keen. You will see this also from the message which I have just received from His Highness, and which, with your permission, I will read to you :—

‘Will you please convey to the meeting my intense regret at my absence which, you will doubtless be able to

explain, was rendered unavoidable by the state of my health. My disappointment at my inability to be present is in direct proportion to the keenness with which I had looked forward to the function you are holding to-day. I am convinced the meeting will go off without a hitch, and it is some satisfaction to me to feel that the many enthusiastic supporters of the Hindu University movement will still hear, though from other lips than mine, the few earnest sentiments that I had intended to express to them personally. I am confident that sobriety, dignity and a scrupulous regard for the obligations of our charter will always characterise the proceedings of the University, and also that stern devotion to the real interests of the country and whole-hearted search after truth, will for ever be the watchwords of the fortunate youths who will enter the sacred portals of our long-looked-for temple of learning.—M. Scindia.

“In the absence of our Chancellor and Pro-Chancellor, I propose that His Highness the Maharaja of Benares do take the chair at this meeting.”

His Highness Maharaja Sir Prabhu Narayan Singh Bahadur, G.C.I.E., then took the chair, and called upon the Hon'ble Pandit Madan Mohan Malaviya to read the address of the Pro-Chancellor which ran as follows :—

MR. VICE-CHANCELLOR AND GENTLEMEN,

“While sensible of the high honour which the Government have done me at your suggestion in electing me as the first Pro-Chancellor of the Benares Hindu University, I deeply regret that my valued friend and brother-Prince, the Maharaja of Mysore, is not here to preside as our Chancellor at this first meeting of the University Court. I have watched with great interest the progress of the movement which, through the sympathy and generosity of the British Government, has culminated in a full-fledged University. Our heartfelt thanks are due to the Government of Lord Hardinge for their enlightened encouragement of the cause of Indian Edu-

cation. Much controversy has raged round the question, whether a denominational or sectarian University would or would not be beneficial to the cause of Indian Education. There are not a few who sincerely hold that a University of the character of the Benares University is of doubtful advantage. While fully comprehending their point of view, I need hardly tell you that I myself have no such apprehensions. In the main, the character and results of any movement depend upon the spirit that animates the workers; the question is whether the spirit is one of competition or of co-operation. The teachings of the latter half of the nineteenth century unhappily, not corrected by the teaching of religion, engendered an unhealthy spirit of competition resulting in rivalry and a desire for domination, the result of which we see to-day in the hideous and devastating war that is convulsing entire Continents. Let us hope that the issue of this war will be to exorcise for ever the ugly spectres of competition, rivalry and domination.

"Gentlemen, I am sure that it is not the spirit of competition that is the motive force of your undertaking. Your watchword is co-operation, so I have no fear that our University will confer anything but unmixed good upon the country.

"I am specially pleased to note that one of your cardinal principles is to train and bring up the alumni of the University in Religion. For all true Religion is based on the belief in the one Supreme Being, the Almighty God. And the essence of all morality founded upon such a Faith is charity and goodwill towards all. This is the spirit of co-operation in its highest form. There are some people, I am fully aware, who doubt whether the teaching of Faith, side by side with Science, can be productive of good results. This assumes that, if religion and science are not antagonistic, they are at least incompatible. But, happily, signs are not wanting that the attitude of Science towards Religion is undergoing a great change: I think this was inevitable. All science teaches

that, many things which seem unconnected and isolated, have some common principle running through them all, and that particular laws are comprised in more general laws. A day may come, and with the blessing of God it will come, when the Supreme Law, permeating all and enveloping all, will stand revealed to the Intellect of man. When that happy consummation arrives, man will *know* what he now *believes* what the intellect is striving to discover, and will go on struggling to pursue, till it reaches that goal which to Faith was vouchsafed long ago. The mists are giving place to light ; dim it may be—but the coming dawn is breaking on the horizon, and the future gives promise of the hope that Religion and Science will work together for the ultimate salvation of Humanity.

“To turn to your Charter, I notice with genuine pleasure that the purposes for which the University has been incorporated are truly comprehensive, and to me it is a peculiar satisfaction that Agricultural and Industrial Education find among them a prominent place. I hope that an early opportunity will be found to establish chairs for the scientific teaching of those subjects.

“Gentlemen, for a long time to come, agriculture must be the main industry of our country. The chief source of prosperity in any measurable future will be the scientific development of the products of the land. If we can improve the output of land in quantity as well as in quality, we shall help to enrich the country proportionately. But we should not lose sight of the fact that eighty per cent of our manufactured requirements are supplied from outside. It does not speak well for our economics that much of our raw products is exported and again re-imported in manufactured shape for our consumption. Surely, this is an undesirable state of things which we should exert ourselves to end. This world-wide war gave us a great opportunity, but unfortunately we have failed to take it. We lack the knowledge and organisation essential to successful industry. These are the defects from



which we suffer, and I am confident that the University will be able to devise means to remove them and to give a sure impulse to that era of well-being for our country which we so ardently desire.

"There is one subject which is uppermost in my mind and which I cannot too strongly impress upon the promoters of the University movement. Pray do not misunderstand me. Not for a moment do I mean to imply that the authorities of this University are not alive to the importance of the point. The point I refer to is that the young men, who are going to receive their training at this University in increasing numbers every year, should be inspired by a strong sense of fellow-feeling for members of all the other communities, and especially for the great sister community of the Muham-medans. Let them feel that they are Indians first and anything else afterwards. Believe me that most of our troubles and difficulties result from the lack of unity and organization. Let us realize that we all live in one country, divided by no insuperable barriers, but, on the contrary, by nothing more than unsubstantial boundaries admitting of easy intercourse, so that what affects the one must affect the others. The true salvation of the country lies in the well-being and progress of all its component parts. Any one who is short-sighted enough to suppose that it is a good thing for one community to steal a march on another can only be infected by that unhealthy spirit of competition to which I have already referred.

"Gentlemen, the Hindu Religion is one of the most tolerant in the world. By refusing to make converts it has proclaimed to the world the principle of live and let live. It is the negation of aggression. From toleration to active friendship there is but one step, and while we have adhered firmly to our own great and ancient Faith, we have always shown respect for other Faiths. It is your self-respecting man who has the greatest regard for others.

"Gentlemen, the existing universities in India have been

modelled on the University of London. Their function has been merely to prescribe courses of study, hold examinations and confer degrees. In the peculiar condition of the country and of the time, it seems to me that that was bound to happen. The education of a vast continent like India, on western lines, was the question before the Government of the day. In their generous zeal to uplift and to bring us all into line socially, economically and politically with Europe, the British Government desired to give India the benefits of Western Education. Proud as we rightly are of our great past and of the achievements of our ancestors, it cannot be denied by those, whose judgment is not obscured by ignorance or clouded by prejudice, that for centuries past we have not only been not progressing, but retrogressing. For, in Nature, there is no such thing as standing still: we must either go forward or go backward. The people of the West took up the thread of progress where our ancestors had left it and made enormous strides towards discovering the laws of Nature. They have built up a great store-house of knowledge, the key of which is one of the principal Western languages. When the question of educating India arose, the problem was, whether the medium of imparting education should be English or the Indian languages. All that is a matter of history, and I need not dilate upon it. Happily and wisely the decision was in favour of English. Those, who can reflect a little and penetrate below the surface, will have no difficulty in realising and appreciating the true aims of the British people in governing India. It passes my comprehension how any person, with a right to be heard, can say that the policy of the British Government is to divide and rule and to keep India in a state of perpetual dependence. History abounds in cases where the desire of a dominant class has been to keep the others in a state of perpetual tutelage; the measures they adopted were not directed towards restricting wealth or power, but to enslaving the Intellect. The reason is obvious. It is the emancipation of the Intellect that is the basis of every other emancipation—

moral, social, economical and political. Therefore I say plainly, let us, people of India, be sincerely grateful to the people of England for having placed within our reach the untold blessings of Western Science and Literature. It is in the best interests of India herself that she should be firmly loyal to Britain and that the bonds of union between them should draw them more closely and firmly together.

"Gentlemen, it would be idle to deny the great good that the existing Universities have done in India. In spite of apparent and inevitable defects, they have rendered great service to the country. It has, however, been recognised that education, properly so called, does not consist merely in book-learning, and the time has come when India needs something more. The development of the Intellect and the building up of character must proceed hand in hand and at a time of the student's life when he is most susceptible to influences. It is not the memorising of text-books, but the contact of mind with mind that develops the critical faculty and the power of independent thought which is the essence of true Education. We, who know the methods of existing Indian Colleges, cannot help contrasting them with those of the great Universities of the west. Most of the Professors in Oxford and Cambridge are men whose books are standard works. The Indian teacher is usually a dogmatic preceptor, whose words are to be taken as oracular; whereas an Oxford or Cambridge Professor, lecturing on the subject of which he is a recognised master, does not arrogate to himself any supernatural authority, but in imparting information is merely a guide and helper, a fellow searcher after truth with his students. Besides, the life of the students and the professors is not entirely separate outside the lecture-room. They live in close association within the quadrangles of colleges, and so a gentle but effective influence is exerted upon the life, manners and thoughts of the students. Thus they get that polish and tone which distinguish the English University man. Gentlemen, in all this there is surely nothing foreign to our traditions or our notions of the

relation that should subsist between the teacher and the taught. We have regarded the relation akin to that of father and son, and in the old seminaries of learning, preceptors and their pupils lived together in the closest of ties, and the *chelas* not only benefited by the teaching of their *gurus* but absorbed much of their character and manners by the slow yet sure process of close and intimate association.

"India is no longer isolated nor a closed book to the rest of the world. She has to take her place among the civilised and progressive countries of the Earth. Signs are not wanting that, as time goes on, with the blessing of God, there will come greater and closer union between Indians and Englishmen, not only politically, but commercially, and, I trust and believe, also socially. In social intercourse, manners count for a great deal; and I trust the men who will be turned out by this University will be not only clever, but so well-mannered and so particular as to personal habits as to be a delight and ornament to any Society.

"If I may venture upon a word of advice, it is that quality should not be sacrificed to quantity; so that the degrees of the Benares University, in the fulness of time, will become the hall-mark of all that is best in man. May the students who pass out of its portals be God-fearing and God-loving, and consequently imbued with love of their fellow-beings; true to the Government, inspired by reasoned loyalty—loyalty which is founded upon the assured conviction that the connection of India with England is Providential and that in strengthening the bonds of that connection lies the true salvation of India; seeking their own good in the general good of the country; and bearing the torch of virtue and knowledge wherever they go. We want men of constructive genius who will build up the edifice of India's moral and material well-being.

"Gentlemen, we have not all been endowed alike, but whatever has been dealt out to us, let us use to the best advantage in promoting the general well-being. Believe me, the highest wisdom consists in the highest goodness.



"CHARACTER-INDUSTRY-INTEGRITY,—these are the cards to win the game of life. These will prove trumps every time before the game is ended. We cannot escape from our share in the game; we cannot be mere on-lookers. For good or evil, we are all here to play the game. How shall we do it? Shall we, if we think our hand a poor one, throw down our cards and make no effort to win? Surely not; that is the *cowards'* way. Let us play it out in true sportsmanlike manner, making the best of every chance we get; doing always what is right, even if it seems the losing game; despising all that is wrong or mean, even though it would win the trick, making the most of our hands, knowing that, win or lose, we shall have done our best, and that 'as in a game of cards, so in the game of life, we must play what is dealt out to us, and the glory consists, not so much in winning, as in playing a poor hand well."

The Vice-Chancellor then made the following statement :—  
YOUR HIGHNESS AND GENTLEMEN,

"By the grace of the Supreme Power the source of all blessings, we meet to-day for the first time as a body constituted under an Act of the Legislature—the Benares Hindu University Act No. XVI of 1915,—to further the establishment of an institution which is destined, I believe, to play an important part in the educational progress of India in general and in promoting the highest intellectual and spiritual advancement of Hindu youths in particular. We have every reason to congratulate ourselves and our community on this event. It seems it was but yesterday that the idea of starting a Hindu University at Benares was first put forward in this ancient seat of religion and learning. While there was much in the proposal to appeal to the minds of Hindus, there were few men so optimistic as to believe that the idea could be realized, at any rate, in the near future. The proposal seemed so ambitious. The Hindu community was so poorly organized. The workers were so few. For several years, when, with that faith and persistence which

is the secret of success in all great undertakings, the idea was being worked up, there were many who looked upon it as entirely chimerical. But a few years of earnest and devoted efforts have materialized the scheme, secured for it the necessary financial support, and legislative sanction, and brought the University into existence. At this moment, when we meet for the first time as a University, our hearts must go forth in gratitude to those whose co-operation and support have contributed to this happy result. Where many have laboured, it will be invidious to single out a few for special mention, but, I am sure, I shall be failing in my duty, as your spokesman, if I do not express our special obligations, in the first instance, to Mrs. Annie Besant and the other Trustees of the Central Hindu College for their generous co-operation with us in establishing the University. and to the Hon'ble Maharaja Sir Rameshwar Singh Bahadur, G.C.I.E., of Darbhanga, for all the help he has given to the University and for the extensive tours which he so often has made at much personal sacrifice. It is scarcely necessary for me to mention the one other name that must occur to you all in this connection, for the name of the Hon'ble Pandit Madan Mohan Malaviya is inseparably connected with the Hindu University and will live long in the memory of grateful posterity. It is also my pleasing duty to express our gratitude here to the Government of India and to the Rulers of Indian States who have so generously extended their patronage and support to the scheme. Nor are we less grateful to the large number of donors who have each, according to their means, contributed to the funds of the University. We are deeply grateful to His Highness the Maharaja Sir Prabhu Narayan Singh Bahadur, G.C.I.E. of Benares, for the encouragement and support, which His Highness has given to the scheme of the University from its very inception. We particularly wish to place on record our gratitude to His Highness for the generosity with which, of his own motion, he invited all his brother Ruling Princes and His Excellency the Viceroy and

the Governors and Lieutenant-Governors, who are *ex-officio* Patrons of the University, and other distinguished guests to accept his hospitality and contributed in large measure by his munificence to make the ceremony of laying the foundation-stone, the happy and brilliant function that it was. The expression of our thankfulness will be incomplete if I omitted to acknowledge our obligations to our late Viceroy, Lord Hardinge, and to the late Member for Education—the Hon'ble Sir Harcourt Butler. It is but bare truth to say that without their help, we would not have been able to achieve the success which we have gained. We are also greatly indebted to His Honor, Sir James Meston, for the very kindly interest he has taken in the movement and the valuable advice and help with which he has been assisting us in our arduous work.

“As we have met to deliberate upon and determine the measures necessary to complete the constitution of this University and to carry out its work, you will naturally expect me to make a statement regarding the present position and prospects of the University. I will deal first with its financial position. You will be glad to learn that the total sum promised for the University, including the valuation of the annuities, granted by the Rulers of Indian States, amounts to Rs. 96,52,496. Of this sum, including the valuation of the annuities, Rs. 59,87,020 has been realised up to this day. Excluding schools, offices or other bodies who have paid in their collective subscriptions under one single name, this amount has been collected from twenty-three thousand four hundred and twenty-nine subscribers, of whom five hundred and fifty-five persons have each paid a sum of Rs. 500 or more. Their names are set out in the printed roll which it will be my pleasing duty to-day to lay on the table. A glance at it will show how generous has been the support and how valuable the help, which the movement has received both from the Princes and the people of India. It is pleasing to note that among the subscribers there are

Mahomedan and European and Parsi gentlemen also. The great bulk of the donors, however, are men and women of humble means, who had contributed their mite—from a few annas to a few rupees—whose names it would have given me much pleasure to recite had time permitted me to do so. They fill several volumes, which will ever remain among the most precious records of the University. In addition to all this, the Government of India has been pleased to make a recurring grant of a lakh of Rupees a year, the capitalised value of which, at the rate of  $3\frac{1}{2}$  per cent, comes to over 28 lakhs. This is the capital with which the new University starts on its career. I have prepared, in rough outline, a statement of the probable estimated income and expenditure of the University, which will be submitted to the Council you will appoint to-day, to serve as the basis of discussion.

“We have to elect to-day the various classes of elective members of the Court to complete its constitution. The first of these, in Class III of Statute 14, sub-clause (a), are ten persons to be elected by the registered graduates of the University. There can be no election under this sub-clause until the University comes to have graduates of its own in a sufficient number. Under sub-clause (b), thirty persons are to be elected by registered donors who have paid Rs. 500 or upwards. Draft rules for regulating their election are now on the table for your consideration. Under sub-clause (c), ten persons are to be elected by the Senate. The Senate, however, will be constituted on a later date, and, in the meantime, under the special provision of the Act, it is my pleasing privilege, as your Vice-Chancellor, to appoint under this sub-clause ten persons with the approval of the Governor-General-in-Council. The names of nine gentlemen so appointed are before you. The remaining appointment will be made very soon. The names of thirteen out of the fifteen representatives of Hindu religion and Sanskrit learning are also on the paper before you and will be proposed in due course for election.



"Of the representatives of Jain and Sikh communities, five may be elected to represent the Jain and five the Sikh community. The Jain community is, broadly speaking, divided into three sections—the Svetambars, the Digambars and the Sthanakvasis. The Sthanakvasis are smaller in number, and, therefore, one seat is assigned to them. The other two have each two seats. The names which will be proposed for election have been selected in consultation with some of the leading members of the Jain community. The names of the five representatives of the Sikh community have been selected after consulting the leading Sikh Princes, who have patronised the movement, and some prominent Sikh gentlemen.

"We have also to elect ten representatives of the learned professions. The names of the ten gentlemen, which are on the paper will be proposed in due course for election. Finally, there remain twenty other persons to be elected by the Court. Among these there are ten representatives of the old Board of Trustees of the Central Hindu College whom we are bound, both by gratitude and agreement to have on the supreme governing body of the University. Among the remaining ten proposed for election, are other gentlemen, who have taken much interest in and contributed materially to the success of the movement. It is but fitting that we should show our appreciation of their valuable co-operation. I regret very much that the number of seats available for election is so limited that we are unable to elect, at present, a number of our other fellow-workers whose co-operation has been no less valuable.

The other proposals for elections, which are shown in the agenda, are those for the Council and other bodies for which, under the Statutes, we must make our elections to-day.

We also propose to request you to pass certain additional Statutes which are immediately necessary for carrying on the work of the University. They include certain temporary Statutes which must be passed to-day to enable us to complete

our constitution. It will be well to appoint a sub-committee also which may frame and propose such other Statutes as may be found to be necessary. We shall ask you to pass only such Statutes to-day as are emergent.

"I now pass on to another important matter. It is noticeable that no Regulations are appended to the Act. A committee of the Hindu University Society prepared a draft of the Regulations required and submitted it to the Government of India for consideration. The Hindu University Society also appointed a Sub-committee consisting of the Hon'ble Maharaja Sir Rameshwar Singh Bahadur, G.C.I.E., Mahamahopadhyaya Pandit Adityaram Bhattacharya, Babu Bhagwandas, Dr. Ganganath Jha, Pandit Madan Mohan Malaviya and myself, with Sir Gurudas Banerjee as advisor, to confer with the Government of India and to settle the Regulations. In the summer of 1915, this Committee met the Hon'ble Mr. Claude Hill, then Acting Member for Education, and the Hon'ble Mr. Sharp, then Secretary in the Education Department to the Government of India. The Committee sat for about three weeks at Simla and carefully considered and revised the draft Regulations. There were certain points which, in the opinion of our Sub-committee, required further consideration at the hands of the Government of India. The Hon'ble the Visitor had also to be consulted. The Regulations therefore were not finally settled. Now, section 18 of the Act provides that the first Regulations "shall be framed as directed by the Governor-General in Council" and that, to be valid, they must receive his previous approval. A committee consisting of the Hon'ble Sir Sankaran Nair, the Member for Education, the Hon'ble Mr. Sharp, the Education Commissioner, the Hon'ble Sir Edward Maclagan, Secretary to the Government of India in the Education Department, the Hon'ble Mr. O'Donnell as the representative of the Hon'ble the Visitor, and myself, met informally at Simla in the first week of this

month. The Committee carefully considered the various points brought forward, and the matter is, I understand, receiving the consideration of the Government of India. I have every confidence that our suggestions will receive kind and sympathetic consideration at the hands of His Excellency the Viceroy, Lord Chelmsford, who is the Lord Rector of our University; and I hope that the Regulations in their final shape will be published at no distant date.

"Gentlemen, we begin to-day in an humble way; but the task that lies before us is both great and arduous. The funds that we have collected have enabled us to provide the permanent minimum endowment of fifty lakhs which we are required by the Act to provide for the recurring expenditure of the University. We have also money in hand to pay for the site, which is being acquired for us. But the many educational and residential buildings, which it is absolutely necessary for us to erect in the immediate future, will cost at the lowest computation a sum of thirty six lakhs. And we have only a fraction of this amount in our hands. Besides this sum, we stand in need of a great deal more of money in order to develop what is called the modern side of University education. For you know, our aim is to combine the old and new ideals of a University, that is, to build up a University which will not merely promote literary and philosophical studies, but will also provide instruction and training in the more fruitful applications of science to industries, both agricultural and manufacturing. And the liberal help which the Princes and people of India have extended to the University in the past encourages the hope that we shall receive the necessary support in the future—support which will put us in a position to build up—at no distant date—an institution which will be a source of strength and pride to the great and ancient community with the name of which it is associated.

"I fear I have taken up too much of your time in placing

these formal matters before you. I thank you very much for the attention with which you have listened to me. I will no longer stand between you and your work ; and I request you now to proceed with the business of the day."

The Vice-Chancellor then announced that the further proceedings of the Court would be continued in the Telang Library of the Central Hindu College for the disposal of the remaining part of the business on the Agenda. The Members of the Court then re-assembled in the Library Hall.

On the motion of the Vice-Chancellor, it was agreed that item No. 5 on the Agenda paper relating to the election of the members of the Court be taken up first.

The Hon'ble Pandit Madan Mohan Malaviya proposed that the following gentlemen be elected as members of the Court, under clause (d) of class III, sub-section (1) of Statute 14 of Schedule I of the Act :—

1. Mahamahopadhyaya Pandit Ram Krishna Shastri, Professor, Queen's College, Benares,
2. Pandit Sri Krishna Shastri, of Patiala,
3. Pandit Nityanand Pant, of Benares,
4. Pandit Panchanan Tarkaratna, of Bhatpara, 24 Pargannahs,
5. Rai Rajendra Chandra Shastri Bahadur, M.A., Premchand Roychand Scholar, of Calcutta.
6. Mahamahopadhyaya Pandit Hara Prasad Shastri, M.A., C.I.E., of Calcutta,
7. Mahamahopadhyaya Pandit Chitradhar Misra, of Darbhanga,
8. Mahamahopadhyaya Pandit Sadashiva Misra, of Puri.
9. Shastri Hathibhai Hari Shankar, of Jamnagar, Kathiawar,
10. Mahamahopadhyaya Pandit Lakshman Shastri Dravida, Professor, Sanskrit College, Calcutta,
11. Pandit Bhimsen Sharma, Vaidik Professor, Sanskrit College, Calcutta,
12. Pandit Dindyal Sharma, of Jhajjar, Rohtak,
13. Pandit Ramavatar Pandey, M.A., Professor of Sanskrit, Patna College, Bankipur,
14. Pandit Sri Sudarshanacharia, of Brindraban, and
15. Pandit Radha Prasad Shastri, Professor, Dayal Singh College, Lahore.



Babu Sanjiban Ganguli, M.A., proposed the name of Mahamahopadhyaya Pandit Durga Prasad Dwivedi of Jaipur, and Kunwar Chain Singh of Pokran proposed the name of Pandit Bulakiram Shastri of Ajmer for election.

The Hon'ble Pandit Madan Mohan Malaviya thereupon observed that Pandit Radha Prasad Shastri of Lahore and Pandit Sudarshanacharia of Brindaban might be elected later on and accepted the amendments proposed.

There being thus only the names of fifteen gentlemen for election under clause (d), class III, sub-section (1) of Statute 14 of Schedule I of the Act, the motion was put to the meeting and carried unanimously.

The Hon'ble Pandit Madan Mohan Malaviya then moved that

1. Makanji J. Mehta, Esq., B.A., LL.B., Bar-at-law, of Bombay,
2. Babu Nihal Chand, B.A., of Benares,
3. Pandit Sital Prasad Brahmachari, late Principal, Syadvad Jain College, of Benares,
4. Babu Ajit Prasad, M.A., LL.B., of Lucknow, and
5. Rai Bahadur Seth Chhagan Mal of Ajmere,

to represent the Jain community, and the following gentlemen to represent the Sikh community, viz.,

6. Bhai Arjun Singh Sahib of Bagarian, district Ludhiana,
7. Baba Sir Gurbaksh Singh Bedi, Kt., C.I.E., of Kullar, district Rawalpindi,
8. Major-General Bakshi Puran Singh of Kapurthala,
9. Dewan Lilaram Singh of Hyderabad (Sindh), and
10. Bhai Sardul Singh, B.A., Editor, *Sikh Review*, Delhi,

be elected, under clause (e), class III, sub-section (1) of Statute 14 of Schedule I of the Act.

The motion as put to the vote and carried unanimously.

The Hon'ble Pandit Madan Mohan Malaviya moved that

the following gentlemen be elected to represent the learned professions:—

1. Rai Ganga Ram Bahadur, C.I.E., M. V.O., Lahore.
2. Rai Bahadur Pandit Hari Kishan Pant, Executive, Engineer, High Court Division, Allahabad.
3. Babu Jwala Prasad, B.A., C.E., Executive Engineer, Agra.
4. Rai Bahadur Dr. M. N. Ohdedar of Lucknow.
5. Major B. D. Basu, I.M.S. (*retired*) of Allahabad,
6. The Hon'ble Pandit Gokaran Nath Misra, M.A., LL.B., of Lucknow.
7. Babu Gauri Sankar Prasad, B.A., LL.B., of Benares,
8. Babu Vikramajit Singh, B.A., LL.B., of Cawnpore,
9. Rai Bahadur Dr. Munnalal, Civil Surgeon, Rae Bareilly, and
10. Rai Ralla Ram Bahadur, I.S.O., Chief Engineer, of Calcutta.

Babu Mangala Prasad, M.A., proposed the names of the following gentlemen for election:—

- N. Subba Rau Pantulu Garu, Esqr., B.A., B.L., of Rajahmundry,  
 Sir Bhalchandra Krishna Bhatvadekar, Kt., of Bombay, and  
 Rao Bahadur Vasudeva Ramchandra Pandit, Esq., M.A. (Cantab),  
 Bar-at-Law, of Nagpur.

He observed that there were no representatives of Madras, the Central Provinces and Bombay in the list proposed, and suggested that room might be made for them by deferring the election of—

- Babu Gauri Shankar Prasad, B.A., LL.B., Vakil, of Benares.  
 Babu Vikramajit Singh, B.A., LL.B., of Cawnpore, and  
 Rai Bahadur Dr. Munnalal of Rai Bareilly,

who were all donors and so could be elected by registered donors of the University.

The amendment proposed was accepted by the mover.

The motion, as amended, was put to the meeting and carried.

The Hon'ble Pandit Madan Mohan Malaviya then proposed that the following persons, who were on the Board of Trustees for the Central Hindu College, Benares, be elected under

clause (g), class III, sub-section (1) of Statute 14 of Schedule I of the Act :—

1. Mrs. Annie Besant, Madras,
2. Rai G. N. Chakravarti Bahadur, M.A., LL.B., Benares,
3. Babu Upendra Nath Basu, B.A., LL.B., Benares,
4. Babu Jnanendra Nath Basu, B.A., Rajnagar,
5. Babu Govind Das, Benares,
6. Rai Srish Chandra Basu Bahadur, B.A., retired District and Sessions Judge, Allahabad,
7. Pandit Chetana, B.A., Benares,
8. Babu Kali Charan Mitra, B.A., Benares,
9. Dr. Bal Krishna Kaul, Lahore, and
10. Babu Hirendra Nath Datta, M.A., B.L., P.R.S., Calcutta.

The motion was put to the meeting and carried unanimously.

The Hon'ble Pandit Madan Mohan Malviya also proposed the names of the following gentlemen for election, under the same clause :—

1. The Hon'ble Mr. Justice Ashutosh Chaudhuri, M.A., LL.M., Bar-at-Law, of Calcutta.
2. The Hon'ble Justice Rai Shadi Lal Bahadur, M.A., B.C.L., Bar-at-Law., Judge, Chief Court, Punjab, Lahore.
3. Babu Braja Kishore Prasad, M.A., B.L., Vakil, Laheria Serai, Darbhanga.
4. Rai Purnendu Narain Sinha Bahadur, M.A., B.L., Vakil, Bankipur.
5. Lala Hansraj, B.A., President, D.A.-V. College Committee, Lahore.
6. Kumar Parmanand Rai Bahadur, District and Sessions Judge, Shahjahanpur.
7. Babu Iswar Saran, B.A., Vakil, High Court, Allahabad.
8. Dr. Radha Kumud Mukarji, M.A., Ph.D., P.R.S., Calcutta.
9. Babu Gur Prasad Dhawan, B.A., Honorary Assistant Secretary, Central Hindu College, Benares.
10. Babu Durga Prasad, B.A., Laksa, Benares.

The motion was put to the meeting and carried unanimously.

The following gentlemen elected as above, being invited to join the meeting took their seats :—

1. Rai Rajendra Chandra Shastri Bahadur, M.A., P.R.S., of Calcutta,
2. Mahamahopadhyaya Pandit Harprasad Shastri, C.I.E., M.A., of Calcutta,
3. Babu Ajit Prasad, M.A., LL.B., of Lucknow,
4. Rai Ganga Ram Bahadur, C.I.E., M.V.O., of Lahore,
5. Babu Jwala Prasad, B.A., C.E., Executive Engineer, of Agra,
6. Major B. D. Basu, I.M.S. (retired), of Allahabad,
7. The Hon'ble Pandit Gokaran Nath Misra, M.A., LL.B., of Lucknow,
8. Rai Gyanendranath Chakravarti Bahadur, M.A., LL.B., of Benares,
9. Babu Jnanendra Nath Basu, B.A., of Rajnagar,
10. Rai Srish Chandra Basu Bahadur, B.A., of Allahabad,
11. Pandit Chhedalal, B.A., of Benares,
12. Babu Kalicharan Mitra, B.A., of Benares,
13. Babu Hirendra Nath Datta, M.A., B.L., P.R.S., of Calcutta,
15. Dr. Radha Kumud Mukharji, M.A., Ph.D., P.R.S., of Calcutta,
16. Babu Durga Prasad, B.A., of Benares,
17. Kumar Parmanand Rai Bahadur, of Shahjahanpur,
18. Rai Purnendu Narain Singh, M.A., B.L., of Bankipur,
19. Babu Gur Prasad Dhawan, B.A., of Benares, and
20. Babu Iswar Saran, B.A., of Allahabad.

The Vice-Chancellor then reported to the meeting the action he had taken under Statute 9 of Schedule I of the Act. He said that the Benares Hindu University Act came into force on the 1st April, 1916, and from that date, under section 20 of the Act, the Hindu University Society stood dissolved, and all property, moveable and immoveable, and all rights, powers, and privileges of that Society vested in the University. It was, therefore, necessary to arrange immediately for the maintenance and management of the Central Hindu College, the School and the Ranavira Sanskrit Pathshala. He had, therefore, in exercise of the powers vested in him under



clause (4) Statute 9, of Schedule I of the Act, issued the following orders :—

“BENARES HINDU UNIVERSITY.

“*Order by the Hon'ble the Vice-Chancellor.*

“*Emergency Order No. 1.*

“Whereas by notification No. 255, dated 23rd March, 1916, the Governor-General in Council has been pleased to direct that the Benares Hindu University Act (No. XVI of 1915) shall come into force on and with effect from 1st April, 1916, and whereas by reason of the said Act coming into force, the Hindu University Society has been dissolved with effect from the said date, and whereas the said Hindu University Society has maintained the Central Hindu College, the Central Hindu Collegiate School, and the Ranavira Sanskrit Pathshala at Benares, and has entrusted the management of the said institutions to three committees, consisting of persons named below, viz. :—

1. *The Committee of Management for the College :—*

1. The Hon'ble Dr. Sundarlal, Rai Bahadur, B.A., LL.D., C.I.E.  
(President),
2. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
3. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.,
4. Mr. Bertram Keightley, M.A., Bar-at-law,
5. The Hon'ble Dr. Tej Bahadur Sapru, M.A., LL.D.,
6. Rai Srishchandra Basu Bahadur, B.A., LL.B.,
7. Pandit Baldev Ram Dave, Vakil,
8. Pandit Gokaran Nath Misra, M.A., LL.B.,
9. Babu Bhagwandas, M.A.,
10. Babu Upendra Nath Basu, B.A., LL.B.,
11. Pandit Chhedalal, B.A.,
12. Rai Abhay Charan Sanyal Bahadur, M.A.,
13. Principal, Central Hindu College, *ex-officio*, and
14. Babu Jnanendra Nath Basu, B.A. (*Secretary*).

*II. The Committee of Management for the School :—*

1. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.  
(*President*),
2. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
3. Pandit Baldev Ram Dave, Vakil,
4. Rai Krishnaji,
5. Pandit Chhedalal, B.A.,
6. Pandit Ram Narayan Misra, B.A.,
7. Babu Chintamani Mukharjee, B.A.,
8. The Head Master of the School, *ex-officio*, and
9. Babu Janendra Nath Basu, B.A. (*Secretary*).

*III. The Committee for the management of the Ranavira Sanskrit Pathshala.*

1. Mahamahopadhyaya Pandit Shiv Kumar Shastri (*President*).
2. Babu Bhagvandas, M.A.,
3. Mahamahopadhyaya Dr. Ganga Nath Jha, M.A., D.Litt.,
4. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
5. The Professor of Sanskrit, Central Hindu College, *ex-officio*,.
6. Principal, Ranavira Sanskrit Pathshala, *ex-officio*, and
7. Babu Jnanendra Nath Basu, B.A. (*Secretary*).

“And whereas it is necessary and desirable that the said institutions be maintained and managed, and continue to be so maintained and managed until the Benares Hindu University can meet and provide for their due management, and whereas it is not possible for the said University and its legally-constituted authorities to meet and determine the said matter at an early date, and an emergency has arisen which calls for immediate action, it is hereby ordered, under Statute 9, clause (4) of Schedule I of the Benares Hindu University Act, that up to and until the said University is able to meet and make the necessary provision for the maintenance and management of the said institutions, or to pass such order with reference to them as the said University may consider fit and proper to pass, the Committees constituted as above by the Hindu University Society for their management shall continue to maintain and manage the said

institutions and to exercise all the powers and duties vested in them by the said Hindu University Society. Under Statute 9 (4) of Schedule I of the said Act, I order accordingly, and direct that this order be reported to the Court and the Council at their next meeting.

SUNDARLAL,

“ALLAHABAD,

“*Vice-Chancellor.*

“*Dated 19th April, 1916. The Benares Hindu University.*”

The Hon'ble Pandit Madan Mohan Malaviya then laid before the meeting the following draft Statutes for regulating the election of members of the Court, under clause (b), class III, sub-section (1) of Statute 14 of Schedule I of the Act, and proposed that they may be adopted under sub-section (3) of section 17 of the Act:—

41. At the first meeting of the Court convened under the orders of the Chancellor, under Statute 16, the Vice-Chancellor shall lay on the table a list showing the names and addresses of all the donors who have paid to the Hindu University Society or to the University a donation of Rs. 500 or upwards, or have, where permitted by the Statutes, given property of the said value or more. The list shall be compiled from the accounts kept by the Hindu University Society. Any errors or omissions in the said list may be rectified by an order of the Vice-Chancellor.

42. The names and addresses of all persons who have paid or may hereafter pay a sum of Rs. 500 or upwards to the University, shall be entered in the said list from time to time by the Secretary of the Court.

43. Every person whose name is entered in the said list shall be deemed to be a registered donor within the meaning of the Statutes and entitled to vote at the election.

44. Where the donors of a sum of Rs. 500 or upwards,

are more persons than one, who constitute a joint Hindu family, or a partnership firm, or a company or corporation, the Secretary shall call upon such donors to elect, within a time to be fixed by him, one of their number to represent and act for them in voting at the election. If such donors fail to elect and notify the name and address of the person so elected by them, within the time specified in the notice, or within such further period of time as may be allowed by the Secretary, or are unable to agree as to the person who should represent them for the purpose of voting at the election, the Secretary shall lay the matter for orders before the Vice-Chancellor, who may nominate any one of their number to represent them at the election for the purpose of voting. The orders of the Vice-Chancellor shall be final. The name of the person so elected or nominated to represent such donors, shall be entered in the column of remarks against the names of such donors and, for purposes of serving all notices of elections, of making nominations of persons to be elected and for voting at the election, the person so noted as the representative of such donors, shall be deemed to be the person entitled to act as one of the electors.

45. Where the elector is an Indian Prince or Chief, not invested with the powers of administration of the affairs of his State, the Council of Regency or other duly constituted authority in charge of the administration of such State, shall be entitled to exercise the right of an elector so long as the Indian Prince or Chief is not so invested.

46. Where the donor is a minor, or a person suffering from a disability, or a ward of the Court, the legal guardian of such person shall be entitled to act for him at such election as a voter, so long as the minority or disability continues or so long as he is a ward of the Court. Where the same person is not the guardian of the person and property of a minor, the guardian of the property shall be deemed to be the guardian within the meaning of this Statute.

47. Whenever there are one or more vacancies in the



Court for election, the Secretary shall cause notice to be issued showing the number of such vacancies and specifying a time within which nominations to fill up the vacancy may be made. Such notice shall be posted to the registered address of each elector whose name is entered in the said list. The time specified for depositing the nomination papers with the Secretary shall not be less than 30 days from the date on which such notice is posted.

48. Each elector shall nominate such or so many persons as there are vacancies to fill up and shall deliver in the Secretary's office such nomination paper in a sealed cover, on or before the said date, or may send his nomination paper in a sealed cover by registered post in time to reach the Secretary on or before the said date.

49. Such nomination papers shall be signed by the elector who shall give the name or names of the person or persons proposed by him for election. A person unable to sign his name may put his seal or mark instead. The seal or mark shall be made in the presence of and witnessed by not less than two witnesses who shall attest the same. In such case, as also in the case of *parda-nashin* ladies, their signatures or seal or mark shall be authenticated by at least two such witnesses before a magistrate or judicial officer or other person entitled to attest affidavits for use in a court of justice.

50. The Secretary shall provide for the custody of such nomination papers, which shall be kept in the sealed covers unopened until the day after the last day fixed for receiving such nomination papers. On the said day, the Secretary shall open the said covers and scrutinize them.

51. The Secretary shall then prepare a list of person or persons who have been duly nominated and print his or their name or names and address or addresses on a voting paper. One such voting paper shall be posted under registered cover to the name and registered address of each elector. The voting paper shall state the time and date on or before which the voting paper must be delivered in a sealed cover to the Secretary or posted



to him in a registered cover so as to reach him on or before the date and time fixed for the delivery of such paper.

52. The elector shall put a cross mark × against the name of the person or persons for whom he votes and strike out the names of the other persons for whom he does not vote. Such voting paper shall be signed by the elector and the provisions of Statute 49 shall apply to the case of persons unable to sign their own names and to the case of *pirda-nashin* ladies.

53. Each elector may vote for the election of as many persons as there are vacancies but he shall not be entitled to give more than one vote to each person.

54. The voting papers shall be put in sealed covers by the voters which shall be delivered in the Secretary's office on or before the date and time fixed for the delivery of voting papers or posted by registered post so as to reach the Secretary before the said time and the said date.

55. The voting papers shall be opened and scrutinized by the Secretary as soon as the time for the delivery of voting papers has expired. Candidates for election or their agents may be present at such scrutiny. The Secretary shall prepare a return of the votes obtained by each person nominated.

56. The person or persons who have obtained the highest number of votes shall be declared to have been duly elected to fill up the vacancy or vacancies.

57. Where two or more persons have obtained an equal number of votes and the vacancies available are less in number, the Secretary shall report the case to the Vice-Chancellor who shall, on a date and time to be appointed, determine, by drawing lots in such manner as he may consider advisable, which of the aforesaid persons shall be deemed to have been elected.

58. All objections to the voting papers, or the decision of the Secretary on any point, may, at once, be referred by the person aggrieved to the Vice-Chancellor whose order in such matters shall be final.

59. The Secretary shall, as may be necessary, prepare and print forms of nomination and voting papers for the use of the electors.

60. No election shall be deemed to be invalid by reason of the notice under Statute 47 or the nomination paper posted to any elector being not delivered to him for any reason by the postal department.

61. The term 'Secretary' in Statutes 34 and 35 and in Statutes 41 to 61 shall mean the Secretary of the Court, or, in his absence or illness, or in case of no person being appointed to hold the said office at any time, such person as the Vice-Chancellor may nominate, for the time being, to perform under these Statutes the duties of the Secretary.

Babu Man Mohan Bhattacharya, M.A., proposed that the draft Statute 49 be amended by adding the words—

"together with his or their qualifications" after the words "who shall give the name or names of the person or persons proposed by him for election."

He also proposed that the draft Statute 51 be also amended, by adding the following words—"together with his or their qualifications" after the words "print their name or names and address or addresses."

The amendment was accepted by the mover and put to the vote, and the Statutes as amended were passed.

The Hon'ble Pandit Madan Mohan Malaviya then proposed the following Statutes for adoption :—

33. A Special General Meeting may be convened by the Council at any time.

34. Notices of the Annual General Meeting shall be issued by the Secretary, at least 30 days before the date of the meeting, with an Agenda paper and, no business, not arising out of matters noted or mentioned in such Agenda paper, shall be considered, unless the consent of at least 20 members of the Court present at the meeting be obtained thereto.

35. Every member who intends to bring forward any special business at the Annual General Meeting, or to propose any person for election as Chancellor, Pro-Chancellor, Treasurer, or Auditor, or as a member of the Court or of the Council, shall give notice of such business, or of the name of the person to be proposed, to the Secretary, at least 20 days before the day appointed for such meeting. Every member who intends to propose an amendment shall give notice thereof to the Secretary ten days before the date fixed for the meeting.

36. Fourteen days' notice of any Special General Meeting, stating generally the nature of the business to be transacted, shall be sent to each member of the Court and no such meeting shall be competent to transact any business other than that mentioned in the notice or directly arising out of it.

37. The procedure at meetings shall be in accordance with Rules to be made by the Court in that behalf.

Babu Mangala Prasad, M.A., proposed that the words "two-thirds of the" be substituted for the figure "20" in the draft Statute 34.

Babu Man Mohan Bhattacharya, M.A., pointed out that the draft Statute 33 was redundant as there was a similar provision in the Act, and proposed that it be omitted and the numbering of all the Statutes and their reference in others be altered accordingly. The Vice-Chancellor observed that Statute 33 was drafted with the object of making the Statutes complete in themselves and that a repetition of any particular matter in the Act was permissible in the Statutes. The Vice-Chancellor agreed to the amendments there being a similar provision in the Statutes.

The amendments proposed were accepted by the mover. The proposal as amended was put to the vote and the Statutes passed under sub-section (3) of section 17 of the Act.

The Hon'ble Pandit Madan Mohan Malaviya moved that the following Statutes relating to Faculties be adopted :—

38. Each Faculty shall, at its first meeting, elect one of its members as the Dean of the Faculty, who shall hold office until the appointment of a Dean for the next following year at the next annual meeting of the Faculty.

39. In the event of the office of Dean being vacated in the course of the year, the Faculty shall elect a new Dean within one month of the occurrence of the vacancy or as soon thereafter as may be practicable.

The motion was put to the vote and the Statutes passed under sub-section (3) of section 17 of the Act as Statutes 37 and 38.

The Hon'ble Pandit Madan Mohan Malaviya proposed for adoption the following Statute relating to contracts :—

40. Contracts made by or on behalf of the University shall be validly made and binding on the University if made as follows :—

- (a) Any contract which if made between private persons would by law be required to be in writing and if, required by the law in force in British India to be registered, may be similarly made on behalf of the University in writing under its common seal and registered, and such contract may in the same manner be varied or discharged.
- (b) Any contract which if made between private persons would by law be required to be in writing and signed by the parties to be charged therewith, may be made on behalf of the University in writing signed by any person acting under the express or implied authority of the Council, and such contract may in the same manner be varied or discharged.
- (c) Any contract which if made between private persons would by law be valid, although made verbally only and not reduced to writing, may be made



either in writing or verbally on behalf of the University by any person acting under the express or implied authority of the Council, and such contract may be in the same way varied or discharged.

- (d) The Council shall from time to time appoint such person or persons as it may think proper, either by office or by name, to enter into, execute and sign contracts for and on behalf of the University, and to present them for registration and to register the same according to the law in force for the time being.

Dr. Tej Bahadur Sapru proposed that the following proviso be added to clause (c) of the proposed Statute 40 :—

“Provided always that no contract exceeding Rs. 500 in amount or value shall be made except in writing.”

The amendment was accepted by the mover.

The proposal as amended was put to the vote and the Statute passed under sub-section (3) of section 17 of the Act as Statute 39.

The Hon'ble Pandit Madan Mohan Malaviya moved an addition of the following proviso to sub-section (5) of Statute 19 of Schedule I of the Act :—

“Provided that, at the first meeting of the Senate and at all other meetings of the Senate held on or before 1st April, 1918, eight members thereof shall form a quorum.”

The motion was put to the vote and agreed to.

The Hon'ble Pandit Madan Mohan Malaviya proposed that the following proviso be added to sub-section (1) of Statute 27 of Schedule I of the Act :—

“Provided that, until the first Syndicate is constituted, the two members to be elected by the Syndicate under sub-clause (vi), shall be elected by the Senate. The members so elected under this proviso shall cease to be members of the Board, as soon as the Syndicate has elected the two members under this sub-clause.”



The motion was put to the vote and the Statute passed under sub-section (3) of section 17 of the Act as Statute 62.

The Hon'ble Pandit Madan Mohan Malaviya moved the addition of the following temporary Statute.

63. "Notwithstanding anything to the contrary contained in the Statutes in Schedule I of the Act, the annual meeting of the Court to be held in October, 1917, shall be deemed to be the first annual meeting of the Court, and all members of the Court and officers of the University whose term of office would otherwise have expired prior to that date shall continue to hold their respective offices until the close of the annual meeting of 1917."

The motion was put to vote and the Statute passed under sub-section (3) of section 17 of the Act.

The Vice-Chancellor then announced that His Honor the Visitor, who had graced the meeting by his presence, was pleased, under sub-section (5) of section 17 of the Act, to give his sanction to the new Statutes and the addition, to the first Statutes that had been passed by the meeting.

At this stage, His Highness the Maharaja of Benares took leave of the meeting as he had another engagement. But before he retired, the Vice-Chancellor proposed a vote of thanks to His Highness, also to the Hon'ble Visitor and it was passed with acclamation. His Highness the Maharaja of Benares and the Hon'ble the Visitor then retired.

PRABHU NARAIN,  
(G.C.S.I., *Maharaja of Benares*)  
*Chairman.*

Sir Gooroodas Banerjee then pointed out that it was the duty of the Vice-Chancellor to preside at the meetings of the Court in the absence of the Chancellor and the Pro-Chancellor, as under sub-section (1) of Statute 9 of Schedule I the Act, he took "rank in the University next to the Chancellor and the Pro-Vice-Chancellor" (except at a Convocation, when in the

absence of the Chancellor alone, he was to preside). As at the commencement of the meeting, the Vice-Chancellor had himself proposed that His Highness the Maharaja of Benares should take the chair, there could, of course, be no objection. As the Maharaja Bahadur had then retired, Sir Gooroodas felt that, under the Act, the Vice-Chancellor must take the chair.

The Vice-Chancellor accordingly took the chair and the meeting resumed its work.

The Vice-Chancellor laid on the table a list of the donors of Rs. 500 and upwards who were entitled to vote for the election of 30 members to the Court. (Appendix A.)

The Hon'ble Pandit Madan Mohan Malaviya proposed that the following gentlemen be elected members of the Council under sub-section (3), under Statute 17 of Schedule I of the Act :—

1. The Hon'ble Maharaja Sir Rameshwar Singh Bahadur, G.C.I.E. of Darbhanga,
2. Dr. Sir Gooroodas Banerjee, Kt., M.A., Ph.D., LL.D.,
3. Mrs. Annie Besant,
4. Babu Govind Das,
5. Babu Bhagwandas, M.A.,
6. Babu Jyanendra Nath Basu, B. A.
7. The Hon'ble Babu Motichand, C.I.E.,
8. The Hon'ble Raja Sir Rampal Singh, K.C.I.E.,
9. Thakur Suraj Baksh Singh,
10. The Hon'ble Pandit Gokaran Nath Misra, M.A., LL.B.,
11. The Hon'ble Dr. Tej Bahadur Sapru, M.A., LL.D.,
12. Pandit Baldev Ram Dave,
13. Babu Iswar Saran, B.A.,
14. Sardar Bachan Singh, B.A., LL.B., of Nabha,
15. Babu Nihalchand, B.A.,
16. Rai Ganga Ram Bahadur, C.I.E., M.V.O.,
17. Rai Bahadur Kumar Parmanand,
18. Rai Gyanendra Nath Chakravarti Bahadur, B.A., LL.B., and
19. Sir Balchandra Krishna Bhatvadekar, Kt.

Several members proposed the addition of the name of the mover.

Sir Gooroodas Banerjee expressed his inability to attend the Council meetings regularly and said that some other member, who would be better able to attend, might be elected in his place; but, on a general desire being expressed that he should be on the Council, he agreed to his name being put in the list of members to be proposed for election, under sub-section (2) of Statute 17. He proposed the election of Babu Hirendra Nath Datt, M.A., B.L., P.R.S., of Calcutta, in his place.

Rai Gyanendra Nath Chakravarti Bahadur proposed that Pandit Chhedalal, B.A., and Babu Guru Prasad Dhawan, B. A., be elected members of the Court.

Babu Jnanendra Nath Basu, B.A., supported the motion of Babu Gyanendranath Chakravarti, M.A., LL.B., for the election of Pandit Chhedalal and said he would very gladly make room for him and that his name might be withdrawn from the proposal.

The Hon'ble Pandit Madan Mohan Malaviya observed that it would be better to bring Babu Guru Prasad Dhawan to the Council at some future time and accepted the other amendment. Rai Gyanendra Nath Chakravarti Bahadur thereupon withdrew the name of Mr. Dhawan.

The motion, as amended, was put to the meeting and agreed to.

The meeting then proceeded to determine the province or provinces or States (outside the United Provinces of Agra and Oudh) from among the residents of which five members were to be elected under sub-section (2) of Statute 17 of Schedule of the Act. After some discussion the following gentlemen were duly elected :—

Sir Gooroodas Banerjee, Kt., M. A., Ph. D. LL. D, (Bengal).

N. Subba Rau Pantulu Garu, Esq. B. A., (Madras).

Kuar Chain Singh (Rajputana).

Vasudev Ramchandra Pandit, Esq., M. A., Bar-at-law (Nagpore)

Rai Purnendu Narain Singh Bahadur, M. A., B. L., (Behar).

The Hon'ble Pandit Madan Mohan Malaviya proposed that the following members be elected, under clause (a), class II of Statute 19 of Schedule I of the Act as members of the Senate :—

1. Maharaja Sir Rameshwar Singh Bahadur, G.C.I.E.,
2. Mrs. Annie Besant,
3. Sir Gooroodas Banerjee, M.A., Ph.D., LL.D.,
4. Babu Bhagwandas, M.A.

Sir Gooroodas proposed the addition of the name of the Hon'ble Pandit Madan Mohan Malaviya.

The motion was put to the vote and agreed to.

The Hon'ble Pandit Madan Mohan Malaviya proposed that the following gentlemen be elected under clause (iii), sub-section (1), Statute 27 of Schedule 19 of the Act as members of the Board of Appointment :—

1. Sir Gooroodas Banerjee,
2. Babu Bhagwandas.

Sir Gooroodas Banerjee said they should elect Pandit Madan Mohan Malaviya in his place. The proposal, as amended by Sir Gooroodas Banerjee, was put to the vote and agreed to.

The question of appointment of an Auditor or Auditors was then considered. The Vice-Chancellor placed before the meeting the names of the gentlemen who had applied for the post and who were qualified for appointment under section 13 of the Act.

Pandit Mahadeo Prasad, formerly Senior Auditor in the Office of the Accountant-General, United Provinces of Agra and Oudh, now retired, was appointed Auditor for the period commencing April, 1st, 1916, to the date of the first Annual Meeting of the Court on a remuneration of Rs. 500 for that period.

The Hon'ble Pandit Madan Mohan Malaviya proposed that a Sub-Committee, consisting of the following gentlemen, be



appointed to draft and submit such other additional Statutes as may be required :—

The Hon'ble the Vice-Chancellor,

Babu Bhagwandas, M.A.,

Dr. Tej Bahadur Sapru, M.A., LL.D.,

Babu Hirendra Nath Datt, M.A.,

Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.,

Dr. Ganganath Jha, M.A., D.Litt., and

Dr. Radhakumud Mukarji, M.A., Ph.D., P.R.S.

The motion was put to the vote and agreed to.

The Hon'ble Pandit Madan Mohan Malaviya proposed the name of Mahamahopadhyaya Pandit Aditya Ram Bhattacharya, M.A., for election as Pro-Vice-Chancellor of the University. He said he could not think of any one better fitted to be the first Pro-Vice-Chancellor than the venerable Panditji. Under ordinary circumstances, it would have been his duty to his revered Guru to oppose, at his age, any proposal to burden him with the responsibilities of an office. But they had to rear up a great institution, and for the success of their efforts they wanted for the first Pro-Vice-Chancellor one who, by his learning, experience and age, commanded universal respect and confidence, one who would properly fill the position of an Acharya of old in the institution, who would be looked up to as a revered friend and guide by the teachers and as a father by the students who would flock to the University from all parts of the country. The speaker was grateful that, in kind response to his earnest appeal, the Panditji had reluctantly indicated his willingness to help them by taking up the responsibilities of the office in question and he was glad to see from the enthusiastic manner in which the proposal had been received that they would carry it with acclamation. The appointment should, for the present, be for the period ending with the close of the first annual meeting of the Court.

Mahamahopadhyaya Pandit Aditya Ram Bhattacharya said :—

“The complimentary terms in which reference has been

made about me have proceeded from a generous and loving heart that has ever been appreciative of the humble work that I have done in the past in association with him and my other friends and co-workers. Approaching, as I am, the period of life when the other-world interest should occupy the mind more than those of this, my present bent of mind and condition of bodily health may not enable me to perform with efficiency the arduous duties which will be demanded of me. If, gentlemen, after seeing me as I am at present and hearing my apprehensions as to my fitness to cope with the responsible work of the high office of Pro-Vice-Chancellor, you wish me to fill the chair I will obey in all loyalty and dutifulness to the cause of the Hindu University which all of you, with the blessings of God, have helped to establish. My humble services now and ever are at its command."

Mahamahopadhyaya Pandit Aditya Ram Bhattacharya, M. A., was unanimously elected Pro-Vice-Chancellor of the University under sub-section (1) of Statute 10 of Schedule I of the Act.

The Hon'ble Pandit Madan Mohan Malaviya proposed that the Hon'ble Babu Motichand be appointed Treasurer for one year under Statute 13 of Schedule I of the Act.

The motion was put to the vote and carried.

The meeting then authorised the Vice-Chancellor to make the necessary arrangements for the election of thirty members by the registered donors of Rs. 500 and upwards in accordance with Statutes that were passed at the meeting.

The meeting then dissolved.

SUNDARLAL,

*Vice-Chancellor.*

## APPENDIX A.

*List of Donors of Rs. 500 or upwards who are entitled, under Statute 14 (1), Class III (b) of the Benares Hindu University Act, (No. XVI of 1915), to vote for the election of Members of the University Court.*

**N. B.**—*The donors whose names are given in italics are, under Clauses (a), (b), and (c), Class II of Sub-section (1) of Statute 14, members of the Court by virtue of their having paid donation of Rs. 10,000 or upwards, or property of like value.*

### Agra.

1	Lala Johri Lal Mathur	... Rais, Roshan mohulla, Agra.	1
2	Lala Bansidhar Mathur	... Ditto.	2
3	Lala Bhagwan Das Mathur	... Ditto.	3
4	Lala Gopal Prasad Bhargava, B.A., Rais and Merchant, Agra		4
5	Pandit Shyamlal Sharma, Marble Works, Drummond Road, Agra.		5
6	Munshi Ishwari Prasad, Ohhatta Ghat, Agra.		6
7	Major D. P. Goil, I.M.S., 190, Taj Road, Agra.		7
8	Sah Durga Prasad, Rais of Semra, Belanganj, Agra.		8
9	Kunwar Jaswant Singh, Rais, Wazirpura, Agra.		9
10	Munshi Mata Prasad, Singhi gully, Agra.		10
11	Srimati Durga Dei Kapoor, widow of the late Babu Janki Prasad Kapoor, Rais, mohulla Panni gully, Agra.		11
12	Seth Lakshmi Chand Vaidya, Banker, Belanganj, Agra.		12

**Ajmer.**

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| 5 | Lala Sukhdeo Das, representing the firm of Messrs. Mohan Lal Sukhdeo Das, Sarrafa, Mirzapur.                 | 432 |
| 6 | Seth Mohan Lal, representing the firm of Messrs. Madan Chand Gangadhar, Merchants, Katra-Baji-Rao, Mirzapur. | 433 |
| 7 | Seth Hanuman Baksh, representing the firm of Messrs. Bahadur Mul Bisheshwar Das, Bundelkhandi, Mirzapur.     | 434 |
| 8 | Pandit Raja Ram, Rais and Zamindar, Chunar, district Mirzapur.   | 435 |
| 9 | Pandit Ramavatar Pandey, B.A., retired District and Sessions Judge and Zamindar, Mirzapur,                   | 436 |

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- 1 *The Hon. Maharaja Sir Ruvaneshwar Prasad Singh Bahadur of Gidhaur, district Monghyr.* 437

**Moradabad.**

- 1 *Sahu Ram Kumar, Rais, representing the joint family consisting of himself, Sahus Ram Ratan and Ram Gopal, Thakurdwara, district Moradabad.* 438
- 2 *Rai Bahadur Sahu Parshottam Saran, Rais and Kothawal, Moradabad.* 439
- 3 *Sahu Sri Ram, Sirsi-Mahmudpur, Sambhal, district Moradabad.* 440
- 4 *Rai Bahadur Thakur Jagannath Singh, retired Deputy Collector, mohulla Katgarh, Moradabad.* 441
- 5 *Kunwar Jagat Kumar, (minor) of Sahaspur-Bilari, district Moradabad.* 442
- 6 *Kunwar Laltu Singh, Rais, Moradabad.* 443
- 7 *Thakur Ganesh Singh, retired Deputy Collector, Moradabad.* 444
- 8 *Babu Brijnandan Prasad, M.A., LL.B., Vakil and Honorary Magistrate, Moradabad.* 445
- 9 *Sahu Tek Chand, Rais, Hasanpur, district Moradabad.* 446
- 10 *Sahu Birpal Saran, B. A., Rais and Hony. Magistrate, Thakurdwara, district Moradabad.* 447
- 11 *Sahu Bhagwandass, Chandausi, district Moradabad.* 448
- 12 *Lala Sanwal Das, Rais, Moradabad.* 449
- 13 *Pandit Banarsi Prasad, Vakil, Moradabad.* 450
- 14 *Rai Bahadur Thakur Hargobind Singh, Deputy Collector, Moradabad.* 451
- 15 *Babu Ishri Prasad, retired Sub-Judge, mohulla Sahukara, Moradabad.* 452
- 16 *Sahu Kishen Swarup, Rais, mohulla Atai, Moradabad.* 453

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- 17 Babu Lakshmi Narain, Proprietor of the Lakshmi Narain Press, Moradabad. 454
- 18 Lala Shyam Lal Chuhawala, Rais, mohulla Ganesh, Moradabad. 455
- 19 Thakur Sheo Narain Singh, Rais, representing the joint family consisting of himself and Thakur Har Narain Singh, mohulla Katgar, Moradabad. 456
- 20 Pandft Narain Das, Pleader, Moradabad. 457
- 21 Rai Saheb Chaudhri Gajendra Singh, Rais and Hony. Magistrate, Narauli, district Moradabad. 458
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- 23 Sahu Badri Prasad, Rais, Chandausi, district Moradabad. 460
- 24 Sahu Venkatesh Prasad, Amroha, district Moradabad. 461
- 25 Rai Saheb Babu Jwala Nath, Rais, Chandausi, district Moradabad. 462
- 26 Babu Lachmi Nath, Tahsildar, (on leave) c/o Rai Sahib Babu Jwala Nath, Secretary, Municipal Board, Chandausi, district Moradabad. 463

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- 1 *The Hon. Muharaja Sir Manindra Chandra Nandy Bahadur, K. C. I. E., of Cossimbazar, district Murshidabad.* 464

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- 1 Kunwar Mahendra Pratap Singh, Brindaban, district Muttra. 465

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- 1 *The Hon. Lala Suhbitr Sinha, Zamindar and Banker, Muzaffarnagar.* 466
- 2 Lala Murli Dhar, Rais, Jansath, district Muzaffarnagar. 467
- 3 Lala Perumal, Rais and Municipal Commissioner, Muzaffarnagar. 468

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- 1 The Hon'ble Babu Maheshwar Prasad, Zamindar, Muzaffarpur. 469
- 2 Babu Jogindra Chundra Mukerjee, Vakil, High Court, Muzaffarpur. 470
- 3 Babu Debi Prasad, 98, Purani Bazar, Muzaffarpur. 471
- 4 Babu Aruny Kumar Mukerjee (minor), son of the late B. Kshetresh Coomar Mukerjee, Zamindar, under the guardianship of his grand-mother, Srimati Kshetramani Debi, Muzaffarpur. 472
- 5 Babu Shyamanand Prasad Singh (minor), Zamindar, under the guardianship of Babu Ram Parichan Singh, Muzaffarpur. 473
- 6 Babu Shyamnandan Sahai, Zamindar, Baghi, district Muzaffarpur. 474

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- 1 Col. H. H. Maharaja Sir Sri Krishnaraja Wadiyar Bahadur, G. C. S. I., of Mysore. 475

**Nabha.**

- 1 H. H. Maharaja Ripudaman Singh Malwandar Bahadur, F.R.G.S., M.R.A.S., of Nabha. 476

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- 1 Srimati Parbati Sahin, widow of the late Lala Durga Sah, Banker and house-proprietor, Malli Tal, Naini-Tal. 477
- 2 Srimati Lachhmi, wife of Babu Bachhi Gour, Naini Tal. 478
- 3 Pandit Premballabh Bhatt, Rais, Naini Tal. 479

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- 1 Raja Lalta Prasad Bahadur, Pilibhit. 480
- 2 Rai Bahadur Sahu Ram Swarup, Rais, Pilibhit. 481
- 3 Pandit Devidat Pant, c/o. Dr. Bhawan Chand, Pilibhit. 482
- 4 Babu Gauri Shankar, M.A., L.L.B., Sub-Judge, Pilibhit. 483



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- 1 H. H. Aga Sir Sultan Muhammad Shah Aga Khan. **484**  
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- 1 *The Hon. Raja Kirtyanand Sinha, B.A., representing the joint family consisting of himself and Raja Kalanand Sinha, Deorhi Champinagar, district Purnea.* **485**

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- 1 *Babu Ganga Baksh Singh, Taluqdar of Tikori, Shahmanu, district Rai Bareli.* **486**
- 2 *The Hon. Raja Sir Rampal Singh, K.C.I.E., of Kurri Sudauli, district Rai Bareli.* **487**
- 3 *Raja Rameshwar Baksh Singh, Taluqdar, Sheogarh, district Rai Bareli.* **488**
- 4 *Srimati Sujan Koer, wife of Thakur Siva Narain Singh, Taluqdar, Gaura, district Rai Bareli.* **489**
- 5 *Thakur Lal Raghuraj Singh, Taluqdar, Semri, district Rai Bareli.* **490**
- 6 *Thakur Sheo Narain Singh, Taluqdar, Udrahra, village and P. O. Rajamanu, district Rai Bareli.* **491**
- 7 *Thakur Ram Partap Singh, Taluqdar, Narendrapur-Charihar, P. O. Gaura, district Rai Bareli.* **492**
- 8 *Barkhandi Partab Narain Singh, Taluqdar, Sheogarh, district Rai Bareli.* **493**
- 9 *Thakur Shahdeo Baksh Singh, Taluqdar, Osah, P. O. Haloar, district Rai Bareli.* **494**
- 10 *Thakur Jadunath Singh, Zamindar and Lambardar, representing the joint family consisting of himself and Thakur Bishwanath Singh, Arekha, P. O. Mustafabad, district Rai Bareli.* **495**
- 11 *Pandit Hazari Lal, B. A., Sub-Judge, Rai Bareli.* **496**
- 12 *Rai Bahadur Dr. Munna Lal, Civil Surgeon, Rai Bareli.* **497**
- Raipur C. P.**
- 1 *Seth Lakshmi Narayan, District Judge, Raipur, (C. P.).* **498**

**Rajahmundry.**

- 1 N. Subba Rao Pantulu, Esq., B.A., B.L., Vakil, High Court, Rajahmundry, district Godavery, Madras Presidency. 499

**Rawalpindi.**

- 1 Dewan Bahadur Daulat Rai, Pleader, Rawalpindi. 500

**Saharanpur.**

- 1 Lala Murli Lal, Rais, representing the joint family consisting of himself and Lala Chaman Lal, Saharanpur. 501
- 2 Mahant Puran Nathji, Akhara Sarwan Nath, Hardwar, district Saharanpur. 502
- 3 Mohanlal, Esq., Bar-at-Law, Saharanpur, 503
- 4 Lala Jambu Prasad Jaini, Rais, Saharanpur. 504
- 5 Rai Bahadur Lala Jyoti Prasad, Rais, Saharanpur. 505
- 6 Lala Barumal, Kota, district Saharanpur. 506
- 7 Babu Jyoti Prasad Bhargava, pleader and Zamindar, Saharanpur. 507
- 8 Rai Sri Ram Bahadur, Nanauta, district Saharanpur. 508
- 9 Lala Surajbhan, Rais, representing the firm of Messrs, Shankar Lal Sunder Lal, Saharanpur. 509
- 10 Lala Hulas Rai, representing the firm of Messrs. Hulas Rai Prakash Chand Jaini, Rais, Saharanpur. 510
- 11 Lala Shadi Ram, Rais and Honorary Magistrate, Saharanpur. 511
- 12 Lala Dharm Das, Rais, Saharanpur. 512

**Saoli (C. P.)**

- 1 H. J. N. Unwalla, Esq., L. C. E., Saoli, Via Manmad, C. P., (B. N. Railway.) 513

**Saran (Behar).**

- 8 Babu Shiva Pratap Sahi, Zamindar, Hathwa, district Saran. 514

**Saugor (C. P.)**

- 1 Pandit Bisheshwar Dayal Misra, Banker, Taluqdar, and Hony. Magistrate, representing the joint family consisting of himself and Pandit Shambhn Dayal Misra, Saugor (C. P.) 515
- 2 Pandit Ganpat Rao Shrikhandi, District Judge, Saugor (C. P.) 516
- 3 Pandit Ram Krishna Rao, Pleader, Saugor (C. P.) 517
- 4 Seth Lalu Ram, Sarraf, Sadar Bazar, Saugor (C. P.) 518

**Shahjahanpur.**

- 1 Rai Bahadur Kunwar Parmanand, District and Sessions Judge, representing the joint family consisting of himself and K. Banarsi Das, Shahjahanpur. 519

**Sikandarabad.**

- 1 Munshi Shankar Swarup, Rais and Hony. Magistrate, representing the joint family consisting of himself and Munshi Jyoti Swarup, Sikandarabad. 520

**Simla.**

- 1 M. R. Sharma, Esq., Assistant, P. W. D., Government of India Secretariat, Simla. 521

**Sitapur.**

- 1 Thakur Suraj Baksh Singh, Taluqdar, Kasmanda, district Sitapur. 522
- 2 Pandit Someshwara Datta Shukla, B. A., Landowner and Banker, representing the joint-family consisting of himself and Pandit Tribhuban Datta Shukla, Sitapur. 523
- 3 Thakur Chandrika Baksh, Zamindar, Khairabad, district Sitapur. 524
- 4 Pandit Kalika Prasad Trivedi, B. A., LL.B., Vakil, Sitapur. 525
- 5 Chaudhri Ganga Baksh, Taluqdar, Biswan, district Sitapur. 526

**Sitapur.—(concl'd.)**

- 6 Thakur Sripal Singh, Taluqdar, Basidih and Tikra, district Sitapur. 527
- 7 Thakurs Bhim Singh and Baldeo Baksh Singh, Zamindars, Bihat Biran, district Sitapur. 528
- 8 Munshi Chhail Bihari Lal, B.A., LL.B., Vakil and Zamindar, representing the joint-family consisting of himself and Munshi Murlidhar, Sitapur. 529
- 9 Lala Lakshmi Narain Mahendroo, representing the firm of Messrs. Nand Ram Sita Ram, Bankers, Khairabad, district Sitapur. 530
- 10 Kunwar Balbhadra Singh, Zamindar, Neri, Post Office, Maholi, district Sitapur. 531
- 11 Babu Sidh Prasad, B.A., Vakil, Sitapur. 532
- 12 Kunwar Indu Shekhar Singh, Bihat Biram, Post Office Machhrehta, district Sitapur. 533
- 13 Babu Ganesh Lal Bhargava, Zamindar, Rhairandeshnagar, district Sitapur. 534
- 14 Seth Jai Dayal, Taluqdar, Kotra, district Sitapur. 535

**Srinagar (Kashmir).**

- 1 Major-General H.H. Maharaja Sir Partab Singhji Bahadur, G.C.S.I., G.C.I.B., of Jammu and Kashmir, Srinagar. 536
- 2 Maharajkumar Jagatdeo Singhji, Srinagar, Kashmir. 537

**Sultanpur.**

- 1 Raja Avadhendra Partap Sahi, Taluqdar, Deera, through the Deputy Commissioner in charge of the Court of Wards, Sultanpur, district Sultanpur. 538
- 2 Pandit Raghubar Dayal Misra, retired Deputy Collector, Assistant Manager, Amethi estate, district Sultanpur. 539

**Surat.**

- 1 Rao K. G. Desai Bahadur, Retired Ex. Engineer, P.W.D., Surat. 540



**Surat.**—(concl'd.)

- 2 Dewan Sheramal Chain Rai Sohani, representing the firm 541  
of Messrs. Daya Ram Gidu Mal, Surat, (Bombay  
Presidency.)

**Thana.**

- 1 Lieutenant-Colonel K. R. Kirtikar, I.M.S., (*retired*) M.R. 542  
C. S., (Eng.), S. R. C. P., (Lond.), F. L. S., (Lond.),  
Alexandra Lodge, Andheri (B. B. C. I. Ry.), Dt. Thana.

**Udaipur.**

- 1 H. H. Maharajadhiraj Maharana Sir Fateh Singhji Baha- 543  
dur, G.C.S.I., G.C.I.E., of Udaipur.  
2 Rao Bahadur, Pandit Sukhdeo Prasad, C.I.E., Prime 544  
Minister, Udaipur State.  
3 Mehta Jodh Singh, Esq., Udaipur. 545

**Unao.**

- 1 Lala Ganesh Prasad, Taluqdar, Maurawan, district Unao. 546  
2 The Trustees of the estate of Babuain Ram Dei, Taluq- 547  
darin, Unao.  
3 Lala Atal Beharilal, Zamindar and Banker, Unao 548  
4 Babu Prag Narain, Vakil and Zamindar, Unao. 549  
5 Pandit Sheo Sahai Dikhshit, Zamindar, Ghatampur, dis- 550  
trict Unao.  
6 Lala Prag Narain, minor, Taluqdar, Maurawan, district 551  
Unao.  
7 Pandit Chandrabhal Bajpai, Taluqdar, Kardaha, district 552  
Unao.  
8 Lala Narayan Prasad Varma, representing the joint family 553  
consisting of himself and Lala Ram Nath Varma, mauza  
Rojhai, P. O. Bighapore, district Unao.  
9 Srimati Jasodadevi, Bhagwantnagar, district Unao. 554  
10 Pandit Lakshmi Narain Dube, brother of Pandit Beni 555  
Madhava Dube, Vakil and Zamindar, Unao.

SUNDAR LAL,

Vice-Chancellor.

The 12th August, 1916.

# MINUTES OF THE MEETING OF THE SENATE.

---

## No. 1.

6TH NOVEMBER, 1916.—12 NOON.

### Present :

1. The Hon'ble Dr. Sundar Lal, Rai Bahadur, B.A., LL.D., C.I.E.,  
*Vice-Chancellor, in the chair,*
2. Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A.,  
*Pro-Vice-Chancellor,*
3. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
4. Babu Bhagavan Das, M.A.,
5. The Hon'ble Claude Fraser de la Fosse, M.A.,
6. Dr. Arthur Venis, M.A., D. Litt., C.I.E.,
7. Edward Albert Richardson, Esq., M.A.,
8. Robert Paget Dewhurst, Esq., M.A., I.C.S.,
9. Professor A. W. Ward, M.A.

1. The Vice-Chancellor declared under Regulation 2 of Chapter I of the Regulation that the meeting was duly constituted.

2. The Hon'ble Pandit Madan Mohan Malaviya moved under Regulation 15 of Chapter I that items No. 7 and 8 of the Agenda be taken up first, and that item No. 5 be taken up last.

Babu Bhagavan Das seconded the motion, and it was carried unanimously.

3. Mahamahopadhyaya Pandit Aditya Ram Bhattacharya proposed that the following five persons be elected members of the Senate as representatives of Hindu

Religion and Sanskrit Learning, under Statute 19(1), Class II(c) :—

1. Mahamahopadhyaya Yadaveshwar Tarkaratna of Benares.
2. Mahamahopadhyaya Pandit Hara Prasad Shastri of Calcutta.
3. Mahamahopadhyaya Pandit Lakshman Shastri Dravida of Calcutta.
4. Pandit Ramavatar Pande, M.A., of Bankipur.
5. Pandit Amba Das Shastri of Benares.

Babu Bhagavan Das seconded the motion, and it was carried unanimously.

4. The Vice-Chancellor then declared, under Statute 19(1), Class II, Clause (e) that there was a deficiency in the number of members required for the Faculties of (a) Science and (b) Arts, in certain subjects, and that five persons be elected by the Senate who should be eminent in the subject or subjects of those Faculties.

5. The Hon'ble Pandit Madan Mohan Malaviya proposed that the following persons be elected members of the Senate, under Clause (e) of Statute 19(1), Class II :—

1. Sir Ashutosh Mukerji, Kt., M.A., D.L., D.Sc., C.S.I., F.R.A.S., F.R.S.E., of Calcutta.
2. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B., of Benares.
3. Professor Nageendra Chander Nag, M.A., of Agra.
4. Pandit Manohar Lal Zutshi, M.A., of Lucknow.
5. Mahamahopadhyaya Dr. Ganga Nath Jha, M.A., D.Litt., of Allahabad.

The motion was seconded by Babu Bhagavan Das, M.A., and carried unanimously.

6. Babu Bhagavan Das proposed that under Statute 17(1), Clause (ii), the following five persons be elected members of the Council :—

1. Sir Ashutosh Mukerji, Kt., M.A., D.L., D.Sc., C.S.I., F.R.A.S., F.R.S.E.,
2. Professor Nageendra Chander Nag, M.A.,
3. Pandit Manohar Lal Zutshi, M.A.,
4. Pandit Ramavatar Pande, M.A.,
5. Mahamahopadhyaya Dr. Ganga Nath Jha, M.A., D.Litt.

The motion was seconded by the Hon'ble Pandit Madan Mohan Malaviya, and it was carried unanimously.

7. Babu Bhagavan Das proposed that the following persons be elected members of the Board of Appointments, under Statute 27(1), Clause (v) :—

1. Sir Ashutosh Mukerji, Kt., M.A., D.L., D.Sc., C.S.I., F.R.A.S., F.R.S.E.
2. The Hon'ble Dr. Tej Bahadur Sapru, M.A., LL.D.

The Hon'ble Pandit Madan Mohan Malaviya seconded the motion, and it was carried unanimously.

8. Babu Bhagavan Das proposed that the following two persons be elected members of the Board of Appointments, under Statute 27(1), Clause VI, as amended by Statute 62 :—

1. The Hon'ble Mr. V. S. Srinivas Shastri, M.A., and
2. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.

The Hon'ble Pandit Madan Mohan Malaviya seconded the motion, and it was carried unanimously.

9. The Hon'ble Pandit Madan Mohan Malaviya moved that the meeting be adjourned to November 7th, at 11 A.M.

Babu Bhagavan Das seconded the motion, and the meeting was accordingly adjourned.

SUNDAR LAL  
*Vice-Chancellor.*



# MINUTES OF THE MEETING OF THE COUNCIL.

## No. 1.

6TH NOVEMBER, 1916.—1 P.M.

### Present:

1. The Hon'ble Dr. Sundar Lal, Rai Bahadur, B.A., LL.D., C.I.E.,  
*Vice-Chancellor, in the chair,*
2. Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A.,  
*Pro-Vice-Chancellor,*
3. Rai Purnendu Narayan Sinha Bahadur, M.A., B.L., of Bankipur,
4. Babu Govind Das of Benares,
5. Babu Bhagavan Das, M.A., of Benares,
6. Pandit Chhedalal, B.A., of Benares,
7. The Hon'ble Babu Moti Chand, C.I.E., of Benares,
8. Thakur Suraj Baksh Singh of Kasmanda, district Sitapur,
9. The Hon'ble Pandit Gokaran Nath Misra, M.A., LL.B., of  
Lucknow,
10. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B., of  
Allahabad,
11. The Hon'ble Dr. Tej Bahadur Sapru, M.A., LL.D., of Allahabad,
12. Pandit Baldev Ram Dave of Allahabad,
13. Babu Iswar Saran, B.A., of Allahabad,
14. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B., of  
Benares,
15. Babu Hirendra Nath Dutt, M.A., B.L., P.R.S., of Calcutta, and
16. Mahamahopadhyaya Dr. Ganga Nath Jha, M.A., D.Litt., of  
Allahabad.

1. The Hon'ble Pandit Madan Mohan Malaviya stated that the first item on the Agenda was the election of two members to the Board of Appointments under

Statute 27, sub-section (1), Clause (iv) and proposed the names of

Sir Gooroo Dass Banerjee, M.A., D.L., Ph.D. and  
Babu Govind Das.

The proposal was seconded by Pandit Baldev Ram Dave.

Babu Iswar Saran proposed the name of

Mrs. Annie Besant.

The Hon'ble Dr. Tej Bahadur Sapru seconded the proposal.

Rai Gyanendra Nath Chakravarti Bahadur proposed the name of :—

Mr. Bertram Keightley, M.A., Bar-at-Law.

Pandit Chhedalal seconded the motion.

On the ballot being taken the votes were as follows :—

Sir Gooroo Dass Banerjee	...	...	12
Babu Govind Das	...	...	8
Mrs. Annie Besant	...	...	6
Mr. Bertram Keightley	...	...	4

The Vice-Chancellor declared the election of :—

Sir Gooroo Dass Banerjee, Kt., M.A., D.L., Ph.D., and  
Babu Govind Das

as members of the Board of Appointments under Statute 27, sub-section (1), Clause (iv).

2. On the motion of the Hon'ble Pandit Madan Mohan Malaviya which was seconded by Pandit Baldev Ram Dave the meeting was adjourned to 5 P.M. the same evening.

SUNDAR LAL,  
*Vice-Chancellor.*

# MINUTES OF THE MEETING OF THE BOARD OF APPOINTMENTS.

---

## No. 1.

THE 6TH NOVEMBER, 1916.—1-30 P.M.

### Present :

1. The Hon'ble Dr. Sundar Lal, Rai Bahadur, B.A., LL.D., C.I.E.,  
*Vice-Chancellor, in the chair,*
2. Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A.,  
*Pro-Vice-Chancellor,*
3. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
4. Babu Bhagavan Das, M.A.,
5. Babu Govind Das,
6. The Hon'ble Dr. Tej Bahadur Sapru, M.A., LL.D.,
7. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.

The Board recommend that the following gentlemen be appointed Honorary University Professors to the chairs mentioned against their names for a period of two years:—

1. The Hon'ble Dr. Tej Bahadur Sapru, M.A., LL.D.,—Professor of Constitutional Law and Jurisprudence.
2. Mr. Chandra Sekhara Venkata Raman, M.A. (Cantab.),—Professor of Physics.
3. Mr. Manohar Lal, M.A. (Cantab.), Bar-at-Law, late Minto Professor of Economics in the University of Calcutta,—Professor of Economics.
4. Mr. Bertram Keightley, M.A. (Cantab.), Bar-at-Law,—Professor of Philosophy.
5. Babu Bhagavan Das, M.A.,—Professor of Hindu Philosophy.

These gentlemen have kindly agreed to act as Honorary Professors, without remuneration.

The Board further recommend that the gentlemen named below be appointed University Professors on such terms and conditions as may be agreed upon between them and the University :—

1. Dr. Ganesh Prasad, D.Sc., University Professor in the College of Science, Calcutta—to the Chair of Mathematics.
2. Dr. Radha Kumud Mukarji, M.A., Ph.D., P.R.S.,—to the Manindra Chandra Chair of Ancient Indian History and Culture, in the event of the endowment offered by the Hon'ble Maharaja Sir Manindra Chandra Nandy of Cossimbazar being accepted by the Council. It is understood that, in addition to research work, Dr. Mukarji will do at least twelve hours of teaching work every week.
3. Professor Jadunath Sircar, M.A., P.R.S.,—to the Chair of Modern Indian History, on Rs. 1,000 per mensem, inclusive of all charges.

The Board recommend that the Bihar Government be requested to lend the services of Prof. Jadunath Sircar to the University for a period of two years for the present. Prof. Jadunath Sircar will be expected to do not less than twelve hours of class work every week.

The Board endorse the recommendation of the Committee of Management of the Central Hindu College, regarding the appointment of a University Professor of English, on a salary of Rs. 750—50—1,000 and recommend that the Council take the necessary steps to secure the services of a suitable person for the office.

The Board is of opinion that further action regarding the recommendations relating to salaried appointments (other than the Chair of English), be postponed until the allotment of funds for the different Faculties had been considered by the Council.

Lastly, the Board recommend that the gentlemen, whose names are noted below, be also appointed University



Professors for the subjects noted against their names, for a period of two years :—

- |  |                  |
|--|------------------|
| 1. Mr. Pundi Seshadri, M.A., F.R.S.A.    | ... English.     |
| 2. Mr. Phani Bhusan Adhikari, M.A.       | ... Philosophy.  |
| 3. Mr. Prafulla Kumar Dutt, M.A., F.A.U. | ... Physics.     |
| 4. Mr. Shyama Charan De, M.A. ...        | ... Mathematics. |
| 5. Mr. Lakshmi Narayan, M.A. ...         | ... Do.          |
| 6. Mr. Madhav Rao Balaji Rane, M.A.      | ... Chemistry.   |
| 7. Mr. Satyavrata Bhattacharya, M.A.     | ... History.     |

SUNDAR LAL,

*Vice-Chancellor.*

# MINUTES OF THE ADJOURNED MEETING OF THE COUNCIL.

No. 2.

6TH NOVEMBER, 1916.—5 P.M.

## Present :

1. The Hon'ble Dr. Sundar Lal, Rai Bahadur, B.A., LL.D., C.I.E.,  
*Vice-Chancellor, in the chair,*
2. Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A.,  
*Pro-Vice-Chancellor,*
3. Rai Purnendu Narayan Singh Bahadur, M.A., B.L.,
4. Babu Bhagavan Das, M.A.,
5. Pandit Chheda Lal, B.A.,
6. The Hon'ble Babu Moti Chand, C.I.E.,
7. Thakur Suraj Baksh Singh,
8. The Hon'ble Pandit Gokaran Nath Misra, M.A., LL.B.,
9. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
10. The Hon'ble Dr. Tej Bahadur Sapru, M.A., LL.D.,
11. Pandit Baldev Ram Dave,
12. Babu Iswar Saran, B.A.,
13. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.,
14. Babu Hirendra Nath Datt, M.A., B.L., P.R.S., and
15. Mahamahopadhyaya Pandit Ganga Nath Jha, M.A., D. Litt.

1. The Vice-Chancellor reported the action taken by him under Statute 9 of schedule 1 of the Act, as recorded at pages 21-24 of the minutes of the meeting of the Court held on the 12th August, 1916, under Statute 16 of the Statutes. He also stated that the Regulations of the University which were framed, under section 16, sub-section (2) of the Act, as directed by the Governor-

General-in-Council and had received his previous approval, had been published in the *Gazette of India* of the 28th October, 1916.

2. On the motion of Pandit Madan Mohan Malaviya, seconded by Rai Gyanendranath Chakravarti Bahadur, it was unanimously resolved that applications for the post of Registrar be invited by advertisement in the leading newspapers in India on a salary which the Council may fix when settling the Budget.

3. The balance-sheet of the Hindu University Society as on the 31st March, 1916, duly certified to be correct by the certificated auditor appointed by the Society, was laid before the Meeting and, on the motion of Rai Gyanendra Nath Chakravarti Bahadur, seconded by Thakur Suraj Buksh Singh, it was resolved unanimously to pass the accounts.

4. Pandit Madan Mohan Malaviya stated that the Hindu University Society last met on the 16th November, 1915, and a meeting of the Society was fixed for the 23rd April, 1916. In the meantime, the Benares Hindu University Act came into force and the Society dissolved under section 20 of that Act. No meeting of the Society could, therefore, be held on the 23rd April, 1916, and matters which remained undisposed of then should be considered and disposed of at this meeting. He laid before the meeting the proceedings of the meeting of the Hindu University Society held on the 16th November, 1915, which were confirmed on the motion of Rai Gyanendra Nath Chakravarti Bahadur, seconded by Pandit Baldev Ram Dave.

The other matters which were pending disposal on 1st April, 1916, were then put up and disposed of as follows:—

- (a) Read letter dated 16th October, 1915, from Mr. P. Krishna Menon, Sarishtedar of the Sub-Judge's Court at Calicut, intimating that his brother, Mr. P. Raman Menon, F.T.S., had bequeathed a

sum of Rs. 1,001 to the Central Hindu College for building a room in memory of his wife, Narayani Ammal, that a sum of Rs. 400 was in his hands, and wanted time for payment of the balance. He also intimated that he was willing to execute a promissory note for the balance of the amount. On the motion of Pandit Madan Mohan Malaviya, seconded by Pandit Baldev Ram Dave, it was unanimously

*Resolved* that Mr. P. Krishna Menon be asked to remit the amount at an early date.

- (b) The correspondence between Mr. S. V. Shanghavi, M.A., LL.B., Bhaushali Devidas's House, Bar-bhai mohalla, Bombay, and the Hindu University Society (Appendix A) was laid before the meeting. On the motion of Babu Bhagwan Das, seconded by Dr. Ganga Nath Jha, it was unanimously

*Resolved* that Mr. S. V. Shanghavi be requested to ask the donor's trustees to agree to the interest of the fund being utilized for a prize, to be called "Swami Shree Madhusudanand Saraswati Shankar Vedant Prize of Matar (Gujrat)" to be given to the best student of Vedant in the Faculty of Oriental Learning and in the Faculty of Theology in alternate years.

- (c) Read a letter from Babu Hirendra Nath Datt, dated 30th February, 1916, enclosing a revised draft-charge to be executed by Babu Satyendra Nath Tagore and Babu Surendra Nath Tagore of No. 19, Store Road, Ballygunge, Calcutta, in respect of a donation of Rs. 10,000 promised by them to the Hindu University. On the motion of Pandit Madan Mohan Malaviya, seconded by Rai Purnendu Narayan Singh Bahadur, it was unanimously

*Resolved* that the draft-charge be approved and returned to Mr. Hirendra Nath Datt with a request



to have the draft-charge engrossed on a stamped paper after necessary alterations owing to the Hindu University Act coming into force since the draft was prepared and to return the same after due execution and registration by the donors.

- (d) Read a letter from Mr. Bhupendra Narain Ghose, dated the 22nd October, 1915, *re* mauza Nurpur Suttar and the letter of Babu Jnanendra Nath Basu on the same subject. On the motion of Pandit Madan Mohan Malaviya, seconded by Pandit Baldev Ram Dave, it was unanimously

*Resolved* that the offer mentioned in the letter be not accepted.

- (e) Read a letter, dated 11th January, 1916, from Babu Bhagavan Das, about the printing of the elementary text-book of Sanatan Dharma. On the motion of Pandit Madan Mohan Malaviya, seconded by Pandit Baldev Ram Dave, it was unanimously

*Resolved* that the arrangements made by Babu Bhagavan Das for the printing of the book referred to in his letter be sanctioned.

- (f) Read letters from Babu Baldeo Prasad, Secretary, District Committee of the Hindu University Society, and Babu Chandan Lal of Khurja. On the motion of Pandit Madan Mohan Malaviya, seconded by Pandit Baldev Ram Dave, it was unanimously

*Resolved* that the matters mentioned in their letters be referred to the Committee to be appointed to organise the collection of the funds.

5. (a) On the motion of Pandit Baldev Ram Dave, seconded by Pandit Madan Mohan Malaviya, the payment of the following bills which were laid before the meeting was sanctioned :—

(1) Bills Nos. 1-78 of the Hindu University office expenditure ;

(2) Bills Nos. 1-136 of the Central Hindu College expenditure;

(3) Bills Nos. 1-37 of the Central Hindu College Magazine expenditure;

(4) Bills Nos. 1-23 of the expenditure on account of the office of the Managing Committee of the Central Hindu College;

(5) Bills Nos. 1-19 of the expenditure relating to Rana-vira Pathshala; and

(6) Bills Nos. 1-60 relating to the expenditure in connection with the Central Hindu Collegiate School.

(b) On the motion of Babu Iswar Saran, seconded by Pandit Gokaran Nath Misra, the accounts from the 1st of April, 1916, to 31st October, 1916, which were laid before the meeting, were passed.

6 (a) Read letter, dated 5th May, 1916, from Mr. Narotam Morarji, with its enclosures (Appendix B). On the motion of Rai Gyanendra Nath Chakravarti Bahadur, seconded by Pandit Madan Mohan Malaviya, it was unanimously

*Resolved* to thank the donor referred to in the letter for extending the benefits of the scholarship to Mahratta students of the University and to request him to take the necessary steps to modify the scheme on the lines suggested in the correspondence.

(b) Read letter, dated 24th May, 1916, from Babu Kanhayalal, Head Master, the Mufeed-ul-Am School, Eatbar Chowk, City Hyderabad (Deccan) and the subsequent correspondence with him on the subject. On the motion of Pandit Madan Mohan Malaviya, seconded by Pandit Baldev Ram Dave, it was unanimously

*Resolved* that the matter be referred to a Sub-Committee consisting of Babu Bhagavan Das, M.A., Pandit Ohheda Lal, B.A., with Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B., as

convener, which should make a report and that the matter be considered on receipt of the report of the Sub-Committee.

- (c) Read letter, dated 8th May, 1916, from Mr. Asghar Husain, offering terms for a lease of mauza Nurpur Suttar. On the motion of Pandit Madan Mohan Malaviya, seconded by Pandit Baldev Ram Dave, it was unanimously

*Resolved* that the matter be referred to the Sub-Committee to be appointed for the management of the landed property for necessary action.

- (d) The Vice-Chancellor reported that he had to file a suit in respect of mauza Nurpur Suttar, in the Patna District, the particulars of which were fully detailed in the plaint laid before the meeting. On the motion of Pandit Madan Mohan Malaviya, seconded by Babu Bhagavan Das, it was unanimously

*Resolved* that the report be recorded.

- (e) Read the Resolution of the Managing Committee of the Central Hindu College *re* the publication of the *Central Hindu College Magazine*. On the motion of Pandit Madan Mohan Malaviya, seconded by Pandit Baldev Ram Dave, it was unanimously

*Resolved* that the matter be referred back to the Magazine Committee for report as to the financial aspects of the proposed magazine and that the matter be considered on receipt of that report.

- (f) Read letter of the Bank of Bengal, Calcutta, dated 30th May, 1916. On the motion of Pandit Madan Mohan Malaviya, seconded by Rai Gyanendra Nath Chakravarti Bahadur, it was unanimously

*Resolved* that the Vice-Chancellor be authorized to operate on the accounts of the University.

- (g) Read application of Babu Brahmanand Singh, asking for three months' leave. On the motion of Pandit Madan Mohan Malaviya, seconded by Babu Iswar Saran, it was unanimously

*Resolved* that three months' leave on half pay be granted to Mr. Brahmanand Singh, with effect from the date he availed himself of it.

- (h) Read letters from Pandit Gokaran Nath Misra, submitting for payment certain bills accompanying his letters. On the motion of Babu Iswar Saran, seconded by Pandit Madan Mohan Malaviya, it was unanimously

*Resolved* to pay the bills.

- (i) Read letter, dated 17th August, 1916, from the Secretary, Municipal Board, Benares, asking for payment of Rs.1,260-2-0, on account of road watering at the time of the Foundation-Stone Ceremony of the University. On the motion of Pandit Madan Mohan Malaviya, seconded by Pandit Baldev Ram Dave, it was unanimously

*Resolved* that the bill be paid.

- (j) Read and recorded the letter, dated 27th April, 1916, from the President of the Tenth Session of the Jain Svetambar Conference forwarding a copy of the Resolution of the Conference expressing sympathy of the Jains with the Benares Hindu University.

- (k) Read letter, dated 21st July, 1916, from Miss Arundale, asking for permission to retain the cornices and sunshades which project on the University grounds adjoining the Theosophical Girls' School to the extent of 7½ inches only. On the motion of Dr. Tej Bahadur Sapru, seconded by Pandit Baldev Ram Dave, it was unanimously

*Resolved* that permission be granted, on the distinct understanding that all such projections and openings will have to be removed and closed up when-



ever the University may require the Theosophical Society to do so.

- (l) Read a letter from Professor Ahuja, dated the 20th October, 1916, reporting insufficiency of accommodation for Biology Work and Laboratory. On the motion of Pandit Madan Mohan Malaviya, seconded by Rai Gyanendra Nath Chakravarti Bahadur, it was unanimously

*Resolved* that it was undesirable to spend any money to make any extension of the present premises.

- (m) Read a letter from Sujapat Mistry, asking for an advance of Rs. 700, promising to pay the same by monthly instalments of Rs. 25. On the motion of Rai Gyanendra Nath Chakravarti Bahadur, seconded by Pandit Madan Mohan Malaviya, it was unanimously

*Resolved* that the application be rejected.

- (n) On the motion of Pandit Madan Mohan Malaviya, seconded by Pandit Baldev Ram Dave, it was unanimously resolved that thanks of the Council be conveyed to Mr. Keightley for his valuable work and services as Honorary Professor of English in 1915.

7. On the motion of Pandit Madan Mohan Malaviya, seconded by Babu Bhagavan Das, it was unanimously

*Resolved* that a Committee, consisting of the Hon'ble Babu Moti Chand, C.I.E., Rai Purnendu Narayan Singh Bahadur, Babu Radha Charan Sah, B. A., and Babu Gur Prasad Dhavan, B. A., be appointed for the management of the landed properties owned by the University and moneys charged upon landed properties and that Babu Moti Chand, C.I.E., be appointed convener of the meeting.

The meeting, on the motion of Pandit Baldev Ram Dave, seconded by Pandit Madan Mohan Malaviya was then adjourned to 7th November, 1916, to meet at 7-30 A.M.

SUNDAR LAL,

*Vice-Chancellor.*

## APPENDIX A.

CORRESPONDENCE RELATING TO SWAMI SRI MADHU-  
SUDANAND SARASWATI VEDANT PRIZE FUND  
OF MATAR (GUJRAT).

1

BOMBAY, BARBHAI, MOHALLA BHAUSHALI,  
DEVI DASS' HOUSE,

5th April, 1915.

To

THE HON'BLE PANDIT MADAN MOHAN MALAVIYA,

*Allahabad.*

ESTEEMED SIR,

I shall be highly pleased to learn of your honor whether the constitution of the Hindu University has matured by this time so as to accept donations. A Board of Trustees of a certain fund want to place through me into the hands of the University a small sum for utilising the interest thereof after a prize essay on Shankar Vedant on certain conditions.

Please note that the work requires to be expedited.  
Hoping to get a return-post reply.

I beg to remain,

Sir,

Your most obedient servant,

S. V. SHANGHAVI,

M. A., LL.B. (BOM.).

2  
THE HINDU UNIVERSITY SOCIETY.

(Registered under Act XXI of 1860.)

4, COUPER ROAD, ALLAHABAD,

11/23rd April, 1915.

No. 43030.

DEAR SIR,

Many thanks for your kind letter of the 5th instant. I regret I could not reply to it earlier.

The Hindu University Society is a registered body, competent to receive donations and endowments for the Hindu University. I am sending you a copy of the Memorandum of Association of the Society which will satisfy you on this point. I will also send you a copy of the Hindu University Bill which was introduced into the Imperial Legislative Council last month. The Bill will be passed in September, and on its being passed every donation made to the Hindu University Society will be transferred to the Hindu University. Please see Sec. 20 of the Bill. The Society will be glad to receive an endowment fund for a Prize essay on Shankar Vedant. Kindly communicate with the Hon'ble Dr. Sundar Lal, C.I.E., Honorary Secretary, Hindu University Society, on the subject.

Thanking you again,

S. V. SHANGHAVI, ESQ., M.A., LL.B.,      Yours sincerely,  
Bombay.      M. M. MALAVIYA.

3  
THE HINDU UNIVERSITY SOCIETY.

(Registered under Act XXI of 1860.)

4, COUPER ROAD, ALLAHABAD,

29th April, 1915.

TO

S. V. SHANGHAVI, ESQ., M.A., LL.B.,

BARBHAI, MOHALLA BHAUSHALI,

DEVI DAS'S HOUSE,

Bombay.

DEAR SIR,

In continuation of letter No. 43030, dated 23rd April, 1915, addressed to you by the Honorable Pandit Madan

Mohan Malaviya, B.A., LL.B., I have pleasure in sending under a separate cover a copy of the Benares Hindu University Bill, since received from the Press.

Yours faithfully,

SUNDAR LAL,

*Honorary Secretary.*

4

BOMBAY, BARBHAI, MOHALLA BHAUSHALI,  
DEVI DASS' HOUSE,

25th May, 1915.

TO

THE HON'BLE DR. SUNDAR LAL, C.I.E.,

HONORARY SECRETARY,

*Hindu University Society, Allahabad.*

DEAR SIR,

While thanking your honor for your letter No. 43645 of 29th ultimo and the Hindu University Bill I have the pleasure to inform you that I am instructed by a Board of Trustees to correspond with your honor in respect of a donation which they want to make to the University for a prize essay on Shankar Vedant.

But in this connection before I dictate terms on behalf of them I should like to know by the return of post whether you will accept a sum of Rs. 2,000 only of which Rs. 1,500 will be paid immediately and Rs. 500 later on after about six months as the latter is to be recovered from a third source which may therefore take some time; and (2) whether you will accept Bonds of the Bhavnagar State in Kathiawar, a first class State, if not, what security you will accept.

Will you accept shares of the Bhairav Bazar Mymensing Railway of which the interest at  $3\frac{1}{2}\%$  is guaranteed by Government of India?

Hoping to get an early reply.

I beg to remain,

Sir,

Your most obedient servant,

S. V. SHANGHAVI.



5

## THE HINDU UNIVERSITY SOCIETY.

*(Registered Under Act XXI of 1860.)*

4, COUPER ROAD, ALLAHABAD,

2nd June, 1915.

No. 45488.

To

S. V. SHANGHAVI, Esq.,

BARBHAI MOHALLA, BHAUSHALI,

DEVI DASS' HOUSE, Bombay.

DEAR SIR,

I have pleasure in acknowledging with thanks the receipt of your letter, dated 25th May, 1915, in which you say that a Board of Trustees want to make a donation to the University for a prize essay on Shankar Vedant, and enquire whether a sum of Rs. 2,000 will be accepted as their donation.

In reply I beg to say that the Hindu University Society will be glad to accept the sum offered as a proof of the genuine desire of the Board of Trustees to advance the cause of the Benares Hindu University and of the public spirit and patriotism which animate them to make the offer.

With regard to your enquiry as to whether the sum in question will be accepted in bonds of the Bhavnagar State in Kathiawar or in shares of the Bhairav Bazar Mymensing Railway, I beg to say that the Society will be very thankful if the sum could be remitted in cash or a 3½% Government Promissory Note could be purchased in their name as all its funds are invested in Government Securities, but if this is not practicable, we will prefer to have the shares of the Bhairav Bazar Mymensing Railway, the the interest of which is guaranteed by the Government of India.

Thanking you for the trouble you take in helping our national movement.

I am, Yours faithfully,  
B. M. MEHROTRA,  
for Assistant Secretary

6

HINDU UNIVERSITY SOCIETY.

(Registered under Act XXI of 1860.)

4, COUPER ROAD, ALLAHABAD,

12th March, 1916.

No. 6587.

To

S. V. SHANGHAVI, Esq., M.A., LL.B.,

BHAUSHALI, DEVI DASS' HOUSE,

BARBHAI MOHALLA,

Bombay.

DEAR SIR,

With reference to your letter of the 5th April last to the address of the Hon'ble Pandit Madan Mohan Malaviya and another dated the 29th May last addressed to the Hon'ble Dr. Sundar Lal, C.I.E., LL.D., offering to contribute, on behalf of the Board of Trustees of a certain Fund a sum of Rs. 2,000 to the Hindu University, for a prize essay on Shankar Vedant, and enquiring whether this Society would accept the money in bonds of the Bhavnagar State or in shares of the Bhairav Bazar Mymensing Railway, we replied in this office letter No. 45488 of 2nd June last. But I regret to say that we have not heard anything further from you on the subject since. We shall of course prefer to receive the amount in cash or  $3\frac{1}{2}\%$  G. P. Notes (in which according to our Rules all our funds are invested) of the amount which might be purchased and sent endorsed in favour of the Society and enfaced for payment of interest at the Allahabad Treasury and, failing it, in Bhairav Bazar Mymensing Railway shares, the interest whereon is guaranteed by the Government of India. The Benares Hindu University Act No. XVI of 1915 is, as you are probably aware, now a law of the land and will soon come into force. On receipt of the amount, we shall gladly take steps to give effect to the wish of the Trustees of the Fund in the matter.

Yours faithfully,

B. N. SINHA,

Assistant Secretary.

7

BOMBAY, BARBHAI MOHALLA,  
BHAUSHALI, DEVI DASS' HOUSE,  
POST MANDVI,  
12th March, 1916.

To

THE REGISTRAR

OF THE HINDU UNIVERSITY OF BENARES,

Benares.

*Re—A donation of Rs. 2,000 to be made to the University  
for a prize essay on Shankar Vedant.*

DEAR SIR,

Now that the Hindu University is founded and established I beg to continue correspondence which was made with the University Society up to now in this connection, the last letter of the Society to me bearing No. 45488, dated 2nd June, 1915.

A Board of Trustees have asked me to submit the following proposal on their behalf for acceptance by the University as agreed by the Society.

A sum of Rs. 2,000 (cash) to be invested in Government paper is to be handed over to the University, to utilize the interest thereof as per terms mentioned below, keeping permanently the principal monies in tact.

The prize to be named as "The Swamiji Shree Madhusudanand Saraswati Shankar Vedant Prize of Matar (Gujrat)."

The interest either in cash or books to be given as a prize every year to a graduate of not more than five years' standing only, of the Benares Hindu University who writes the best essay in Gujrati or Hindi on some thesis of the Shankar Vedant *शङ्करवेदान्त* to be selected by the University, the thesis being different every year; or to a graduate of that standing who translates best in Hindi some such work on Shankar Vedant—the work to be selected by the University as above: the essay or translation must be worth throwing credit upon the University on publication.

The धर्म्मशास्त्र, धर्म्मशास्त्री, स्मृतिरत्न, स्मृतिसागर and any other diplomat of the University to its liking, being allowed to compete for the Prize along with Graduates in other faculties provided they are not of more than five years' standing.

The Prize to be kept for essay one year and next year for translation and so on alternately.

The essay or translation to be printed in 100 copies out of which 25 to be distributed to Libraries established by the Swamiji at Matar, Ahmedabad, Kheda, Sojitra, Deva, Vaso, Sarsa and other villages in Gujrat, one copy to be sent to each Trustee and the rest of these 25 to be distributed free among Vedant admirers of Matar, to be named by one of the Trustees and the rest 75 to be distributed free all over India in Libraries where the University thinks proper.

The Prize to consist of an amount which might remain as balance after deducting the printing charges of the essay or translation.

The essay or translation and the printing thereof to be made every year. But if the University thinks that the little amount of interest cannot leave an inducing balance after deducting printing charges of 100 copies, then the prize to be given one year and the printing to be made next year. If no essay or translation is forthcoming for so little an amount, then the interest to be allowed to accumulate for two years and the accumulation to be given as a Prize; the third-year interest being applied to the printing of copies and so on.

If however even after this arrangement no graduate is thus attempting such an essay or translation, then the Prize to be given to a candidate who obtains the highest number of marks in the Shankar Vedant Paper, at the B.A., M.A., (Sanskrit) धर्म्मशास्त्री, धर्म्मशास्त्र, स्मृतिरत्न and स्मृतिसागर and any other examination of that standard in the eyes of the University successively, each examination to be taken in



turn every year. But this course is to be adopted on failure of the Essay-Translation scheme.

Please note, the proposal being accepted, the monies will be at once remitted to you.

Hoping you will expedite the disposal of the matter as the Swamiji is ill and he wants to see in his lifetime that the monies are handed over to the University for the purpose mentioned above.

Yours faithfully,  
S. V. SHANGHAVI.

8

BOMBAY BARBHAI MOHALLA,

BHAUSHALI, DEVI DASS' HOUSE,

POST MANDVI.

21st March, 1916.

THE SECRETARY,

THE HINDU UNIVERSITY SOCIETY,

4, Couper Road, Allahabad.

DEAR SIR,

*Re letter No. 6567 of 11th March, 1916.*

In reply to your above letter I beg to say, I have before the receipt of the said letter already continued correspondence herein by a letter of mine despatched some fifteen days back to the Registrar of the University (which remains unanswered as yet) under the impression that the Society must have now merged into the University. But now that I receive your aforesaid letter, I understand as yet the Society has not become the University.

The Trustees having desired it, I continued correspondence as stated above and therein put in the terms of the proposal, which I beg to put before you now for final acceptance so that the monies Rs. 2,000 might be forthwith remitted to you.

The terms :

A sum of Rs. 2,000 (cash) to be invested in Government paper is to be handed over to the University to utilize the

interest thereof as per terms mentioned below, keeping permanently the principal monies intact.

The Prize to be named as "The Swamiji Shree Madhusudanand Saraswati Shankar Vedant Prize of Matar (Gujrat)."

The interest either in cash or books to be given as a prize every year to a Graduate of not more than five years' standing only, of the Benares Hindu University who writes the best essay in Gujrati or Hindi on some thesis of the Shankar Vedant *शङ्कराचार्य* to be selected by the University, the thesis being different every year; or to a Graduate of that standing who translates best in Hindi some such work on Shankar Vedant the work to be selected by the University as above; the essay or translation must be worth throwing credit upon the University on publication.

The *धर्मशास्त्र*, *धर्मशास्त्री*, *स्मृतिरत्न*, *स्मृतिसागर* and any other diplomat of the University to its liking, being allowed to compete for the prize along with Graduates in other faculties provided they are not of more than five years' standing.

The prize to be kept for essay one year and next year for translation and so on alternately.

The essay or translation to be printed in 100 copies out of which 25 to be distributed to Libraries established by the Swamiji at Matar, Ahmedabad, Kheda, Sojitra, Deva, Vaso, Sarsa and other villages in Gujrat, one copy to be sent to each Trustee and the rest of these 25 to be distributed free among Vedant admirers of Matar, to be named by one of the Trustees and the rest 75 to be distributed free all over India in Libraries where the University thinks proper.

The Prize to consist of an amount which might remain as balance after deducting the printing charges of the essay or translation.

The essay or translation and the printing thereof to be made every year. But if the University thinks that the little amount of interest cannot leave an inducing

balance after deducting printing charges of 100 copies, then the prize to be given one year and the printing to be made next year. If no essay or translation is forthcoming for so little an amount, then the interest to be allowed to accumulate for two years, and the accumulation to be given as a prize, the third-year interest being applied to the printing of copies and so on.

If, however, even after this arrangement no graduate is thus attempting such an essay or translation, then the Prize to be given to a candidate who obtains the highest number of marks in the Shankar Vedant Paper, at the B.A., M.A. (Sanskrit), धर्मशास्त्री, धर्माचार्य, स्मृतिरत्न, स्मृतिसागर and any other examination of that standard in the eyes of the University successively, each examination to be taken in turn every year. But this course to be adopted on failure of the Essay-Translation scheme.

Please note again the proposal being accepted as above, the monies will be at once remitted to you.

Hoping you will expedite the disposal of the matter as the Swamiji is ill and he wants to see in his lifetime that the monies are handed over to the University for the purpose mentioned above. Please acknowledge the receipt of this letter and oblige.

Yours faithfully,  
S. V. SHANGHAVI.

9

THE HINDU UNIVERSITY SOCIETY.

(Registered under Act XXI of 1860.)

4, COUPER ROAD, ALLAHABAD,

24th March, 1916.

No. 8338.

To

S. V. SHANGHAVI, Esq., M.A., L.L.B.,

BHAUSHALI DEVI DASS' HOUSE,

BARBHAI MAHALLA, Bombay.

DEAR SIR,

Your letter dated the 21st instant to hand for which I beg to thank you very much. The gift proposed to be made

will help very much the study of Shankar Vedant by students of the Benares Hindu University. The formal acceptance of this can be made only at a meeting of the Committee of Management of the Hindu University Society. The next meeting of the Committee comes off on the 23rd April next. I have, however, no doubt that your offer will be thankfully accepted by the Committee and you may send in the money in anticipation of acceptance. The season for purchasing G. P. Notes is very favourable, and I will at once invest the money in purchasing them at the current market rate ; which will bring a little over Rs. 80 a year. I fear the cost of printing a hundred copies of the thesis will swallow the greater portion, if not the whole, of this amount. The prize should, therefore, be given every alternate year as proposed by you.

Yours faithfully,

SUNDAR LAL,  
*Honorary Secretary.*

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10

SIHOR (KATHIAWAR, BOMBAY.)  
*April 9th, 1916.*

THE HONORARY SECRETARY

TO THE HINDU UNIVERSITY SOCIETY, BENARES,

CAMP ALLAHABAD.

SIR,

In pursuance of your letter No. 8338, dated 24th March, 1916, addressed to my friend Mr. S.V. Shanghavi, M.A., LL.B., Bombay, I beg to enclose herein, hoondees in numbers as drawn on the several firms of Bombay, for the aggregate amount of Rs. 2,050 in anticipation of its acceptance, by the Committee, on the terms mentioned in his letter by Mr. S. V. Shanghavi referred to above, and to state that on receipt of the said Hoondees, you will, I hope, be pleased to acknowledge the same, and at the time of the meeting of the Committee that comes off on the 23rd current, you,



I feel confident, will do all the needful to have all the terms made mention of above, accepted entirely.

I may be allowed to add that in his letter to your address Mr. S. V. Shanghavi has, I believe, through oversight, not mentioned how the fund under reference, is to be styled and hence I beg to supply that omission by stating that that fund is to be styled as under:—

स्वामी श्रीमधुसूदनानन्द-सरस्वती शंकर वेदान्त प्राईज फंड मातर

I am,

Sir,

Yours very faithfully,

DEVSHANKAR MOTI RAM,

*Medical Officer-in-charge, Sihor Dispensary,  
(Bhavnagar State in Kathiawad),  
and a*

*Trustee of Swami Madhusudanand Saraswati's  
Matar Shankar Vedant Prize Fund.*

## APPENDIX B.

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CORRESPONDENCE RELATING TO "GANESH BALWANT  
LIMAYE SCHOLARSHIP FUND."

1

NAROTTAM MORARJEE.

"SHANTI BHAVAN,"

PEDDER ROAD,

*Bombay, 12th April, 1916.*

TO

THE HON'BLE DR. SUNDER LAL,

HONORARY SECRETARY,

HINDU UNIVERSITY SOCIETY,

*4, Couper Road, Allahabad.*

MY DEAR DR. SUNDER LAL,

I have much pleasure in forwarding herewith a type-written copy of the "Ganesh Balwant Limaye Scholarship Fund" for promotion of Technical Education. You will see from the papers that under the scheme the scholarship is open to Graduates of the Bombay University only, and all other technical and science schools in Bombay and Poona. The Trustees of the Fund wish to move Government to alter the scheme so as the same may be conferred on the students of the Hindu University also. Kindly let me know whether you will accept such a scholarship for technical education and what condition you wish to be applied to your students. If these terms and conditions are acceptable, we shall move the Government to alter the scheme accordingly.

Yours sincerely,

NAROTTAM MORARJEE.

## NOTIFICATION.

No. 1076 of 1912.

EDUCATIONAL DEPARTMENT,

*Bombay Castle, 26th April, 1912.*

THE CHARITABLE ENDOWMENTS ACT, 1890.  
IN THE MATTER OF "THE GANESH BALWANT LIMAYE  
SCHOLARSHIP FUND" FOR THE PROMOTION OF  
TECHNICAL EDUCATION.

*Vesting order.*

Whereas application has been made to the Government of Bombay by Mr. Ganesh Balwant Limaye, an inhabitant of Poona, in the Haveli Taluka of the Poona district, that the following securities for money, namely :—

(1)	Note No. 079479 of 1854-55 for Rs. 5,000	
(2)	" 079480 "	" 5,000
(3)	" B 054104 ,, 1805	" 5,000
(4)	" 121922 ,, 1842-43	" 5,000
(5)	" 021597 ,, 1879	" 500
(6)	" B 035700 ,, 1900-01	" 100
(7)	" 124577 "	" 1,000
(8)	" B 027100 "	" 1,000
(9)	" B 027133 "	" 1,000
(10)	" B 027134 "	" 1,000
(11)	" B 027135 "	" 1,000
(12)	" B 046825 ,, 1854-55	" 100
(13)	" B 050957 "	100

being Government of India Promissory Notes of the nominal value of twenty-five thousand and eight hundred rupees (Rs. 25,800 only) bearing interest at the rate of Rs.  $3\frac{1}{2}$  per cent. per annum may be vested in the Treasurer of Charitable Endowments for the Presidency of Bombay upon the following terms :—

To collect or draw the income or interest thereof as and when the same is received to the person or persons appointed to administer the same under a scheme settled

or to be settled under section 5 of the Charitable Endowments Act, 1890, or other law for the time being in force to be applied by him or them to be the award of a scholarship called "The Ganesh Balwant Limaye Scholarship."

Now under or by virtue of section 4 of the Charitable Endowments Act, 1890, the Governor of Bombay in Council hereby orders that the abovementioned securities be and they are hereby vested in the Treasurer of Charitable Endowments for the Bombay Presidency upon the terms aforesaid.

Dated this day the 26th April, 1912.

By order of His Excellency the Honorable the Governor in Council.

(Sd.) J. L. RIEU.

*Secretary to Government.*

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NOTIFICATION.

No. 1077 of 1912.

EDUCATIONAL DEPARTMENT,

*Bombay Castle, 26th April, 1912*

THE CHARITABLE ENDOWMENTS  
ACT, 1912.

IN THE MATTER OF "THE GANESH BALWANT LIMAYE  
SCHOLARSHIP FUND" FOR THE PROMOTION OF  
TECHNICAL EDUCATION.

*Scheme for the administration of "The Ganesh Balwant  
Limaye Scholarship Fund."*

Whereas in the year 1911 Mr. Ganesh Balwant Limaye, an inhabitant of Poona in the Haveli Taluka of the Poona district, offered a sum of twenty-five thousand and eight hundred rupees (Rs. 25,800 only) for founding a scholarship in his name for the promotion of technical education under certain conditions :



And whereas the investment representing the fund now consists of the following securities, namely :—

(1)	Note No.	079479 of 1854-55	for Rs. 5,000
(2)	"	079480 "	" 5,000
(3)	"	B 054104 „ 1865	" 5,000
(4)	"	121922 „ 1842-43	" 5,000
(5)	"	021597 „ 1879	" 500
(6)	"	B 035700 „ 1900-01	" 100
(7)	"	124577 "	" 1,000
(8)	"	B 027100 "	" 1,000
(9)	"	B 027133 "	" 1,000
(10)	"	B 027134 "	" 1,000
(11)	"	B 027135 "	" 1,000
(12)	"	B 046825 „ 1854-55	" 100
(13)	"	B 050957 "	" 100

being Government of India Promissory Notes of the nominal value of twenty-five thousand and eight hundred rupees (Rs. 25,800 only) bearing interest at the rate of  $3\frac{1}{2}$  per cent. per annum :

And whereas by an order, dated the 26th day of April, 1912 and duly notified in the Bombay Government Gazette, the said securities have, under section 4 of the Charitable Endowments Act, 1890, been vested in the Treasurer of Charitable Endowments for the Bombay Presidency :

And whereas the said Mr. Ganesh Balwant Limaye has applied to the Government of Bombay to settle a scheme for the administration of the said property :

And whereas the following scheme has been settled by the Governor of Bombay in Council with the concurrence of the said Mr. Ganesh Balwant Limaye :

Now under section 5 of the Charitable Endowments Act, 1890, it is hereby declared that the following scheme shall come into operation from the date that the securities so as aforesaid become vested in the Treasurer of Charitable Endowments for the Bombay Presidency.

*Scheme:*

The income of the property so as aforesaid vested in the Treasurer of Charitable Endowments for the Bombay Presidency shall be administered by the Director of Public Instruction and the Collector of Poona for the time being in accordance with the following conditions, namely:—

(1) that the scholarship shall be called "The Ganesh Balwant Limaye Scholarship" and shall be of the value of Rs. 75 per mensem;

(2) that the tenure of the scholarship shall be for three years on the usual conditions of good conduct and regular attendance at a recognised institution provided that the period may be extended by one year at the discretion of the Trustees should the subject selected by the scholar require a further period of study;

(3) that the scholarship shall be awarded by the Trustees primarily for study in Japan but that if they at any time consider that the facilities for post-graduate study available in India are likely to benefit the scholar as much as those in Japan the scholarship may be awarded for study at a recognised institution in India and in such a case the scholarship may, at the discretion of the Trustees, be divided into two or more scholarships;

(4) that a candidate for the scholarship shall possess the following qualifications:—

(a) he shall be a graduate of the Bombay University holding the degree of B.Sc. or B.A. with science as his optional subject or a holder of the diploma of the Bombay Victoria Jubilee Technical Institute, who is desirous of prosecuting any branch of technical studies preference being given to an applicant from the Ranade Industrial and Technical Institute, Poona, or to a passed student of the Institute of Science, Bombay.

(b) he shall be a Brahmin belonging either to the Chitpawan, the Karada, the Dewrukha or the

Desbastha sub-section of the Maharashtra Brahmins and shall be in the opinion of the Trustees a *bonâ fide* resident of the Bombay Presidency.

(5) that in the selection of a candidate for the scholarship preference shall always be given to any descendants of the donor's four brothers and of his four daughters who are qualified under condition (4) and who are considered otherwise suitable by the Trustees;

(6) that the selected candidate shall pass a bond to the Trustees of the fund undertaking to repay to the fund on completion of the course of study the amount received by him in the shape of scholarship; the repayment shall be made in such instalments as may be fixed by the Trustees;

(7) that the trustees shall have power to relax condition No. (6) at their discretion;

(8) that in case the scholarship remains vacant or is forfeited the savings thus accruing shall be added to the capital fund;

(9) that the amounts repaid under condition No. (6) and the savings added to the fund under condition No. (8) shall when a sufficient amount shall have accumulated be spent in awarding additional scholarships for a similar purpose under the above conditions;

(10) that if candidates who can pay their own passage to and from Japan and provide themselves with an adequate supply of clothing for both summer and winter are not forthcoming, the scholarship shall be held in abeyance and interest shall be allowed to accumulate to the extent of Rs. 4,000 and be added to the capital fund under condition (8) during which time however candidates able to pay for passage and clothing shall be advertised for every year and the scholarship awarded if a suitable man appears; when the capital fund has been increased by Rs. 4,000 the cost of passage to Japan and clothing may be paid to a scholar from the fund; and

(11) that during the lifetime of the donor a copy of the annual account of the fund shall be furnished to him.

Dated this day the 26th April, 1912.

By order of his Excellency The Hon'ble The Governor in Council.

(Sd.) J. L. RIEU,

Secretary to Government.

2

BENARES HINDU UNIVERSITY.

9, ELGIN ROAD, ALLAHABAD,

19th April, 1916.

No. 11104.

MY DEAR SETH NAROTTAM,

Many thanks for your letter of the 12th instant. You will be glad to hear that the Benares Hindu University Act came into force on and with effect from 1st instant. The Hindu University Society ceases to exist from that date. We will soon be calling a meeting of the University Court, and your letter will be laid before the Council as soon as it is constituted. In the meantime, I may make the following suggestions in connection with '*The Ganesh Balwant Limaye Scholarship Fund*.'

1. Rule (4) (a) limits the selection to graduates of the Bombay University. I would suggest the addition of the words "or of the Benares Hindu University" after the words "Bombay University."

2. Similarly Rule (4) (b) limits the scholarship to members of the Chitpawan, the Karada, the Dewarukha or the Deshastha sub-section of the Maharashtra Brahmans who are *bonâ fide* residents of the Bombay Presidency. The rule seems to be too limited. I would suggest its extension to "Brahman of all these classes residing in any part of India" but if the donor wishes to limit it to the Chitpawan, the Karada, the Dewarukha or the Deshastha

section of the Maharashtra Brahmans, it should be extended to Brahmans of these communities residing in any part of India. Many Brahmans of these communities live in Benares, Nagpur, Jhansi, etc. The rule should extend to them as well.

SETH NAROTTAM MORARJI,  
SHANTI BHAVAN,  
PEDDER ROAD,  
*Bombay.*

Yours sincerely,  
(Sd.) SUNDAR LAL.

---

3

NAROTTAM MORARJEE,

"SHANTI BHAVAN,"

PEDDER ROAD,

*Bombay, 5th May, 1916.*

To

DR. SUNDER LAL,

c/o BENARES HINDU UNIVERSITY,

*9, Elgin Road, Allahabad.*

MY DEAR DR. SUNDER LAL,

I am in receipt of your letter of the 18th ultimo.

I have consulted the donor Mr. Limaye who has no objection to accept your suggestion No. 1, to extend the scholarship to the graduates not only of the Benares Hindu University, but of any other Indian University. As to No. 2, the donor being himself a Maharashtra Brahmin, desires that the scholarship should be confined to the four sections mentioned therein, but he has no objection to the same being extended to the four sections of the Maharashtra Brahmins in any part of India. I hope this suggestion will meet with the approval of the University Court before whom you are going to place my letter.

Yours sincerely,  
(Sd.) NAROTTAM MORARJEE.



BENARES HINDU UNIVERSITY.

ALLAHABAD,

12th May, 1916.

No. 11318.

MY DEAR SETH NAROTTAM MORARJEE,

I am in receipt of your letter of 5th instant from which I am glad to note that the donor Mr. Limaye is agreeable to extend his scholarship to the graduates not only of the Benares Hindu University but of any other Indian University belonging to any of the four sections of the Maharastra Brahmins living in any part of India.

The matter will be placed before the University Court for sanction in due course.

Yours sincerely,  
(Sd.) SUNDAR LAL.

SETH NAROTTAM MORARJEE,  
SHANTI BHAVAN,  
PEDDER ROAD,  
Bombay.

# MINUTES OF THE ADJOURNED MEETING OF THE COUNCIL.

No. 3.

THE 7TH NOVEMBER, 1916.—7-30 A.M.

Present :

1. The Hon'ble Dr. Sundar Lal, Rai Bahadur, B.A., LL.D., C.I.E.,  
*Vice-Chancellor, in the chair,*
2. Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A.,  
*Pro-Vice-Chancellor,*
3. Rai Purnendu Narayan Singh Bahadur, M.A., B.L.,
4. Babu Bhagavan Das, M.A.,
5. Pandit Chheda Lal, B.A.,
6. The Hon'ble Babu Moti Chand, C.I.E.,
7. Thakur Suraj Baksh Singh,
8. The Hon'ble Pandit Gokaran Nath Misra, M.A., LL.B.,
9. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
10. The Hon'ble Dr. Tej Bahadur Sapru, M.A., LL.D.,
11. Pandit Baldev Ram Dave,
12. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.,
13. Babu Hirendra Nath Dutt, M.A., B.L., P.R.S., and
14. Mahamahopadhyaya Dr. Ganga Natha Jha, M.A., D.Litt.

1. The correspondence between Professor Geddes and Dr. Sundar Lal and Pandit Madan Mohan Malaviya was laid before the meeting :

On the motion of Thakur Suraj Baksh Singh, seconded by Pandit Gokaran Nath Misra, it was unanimously

*Resolved* that, having considered the proposals of Professor Geddes, the Council regrets that, under the present circumstances, it is unable to avail itself of

his offer to advise the University in the matter of the plans and designs for its new buildings;

*Resolved* further that the thanks of the Council be conveyed to Professor Geddes for the interest which he has evinced in the University.

2. The Vice-Chancellor stated that Maharaja Sir Manindra Chandra Nandy Bahadur, K.C.I.E., of Cossimbazar, had expressed a desire to make a gift to the Hindu University of  $3\frac{1}{2}$  per cent. Government stock, of the face-value of Rs. 1,72,000 to found a Chair in "Ancient Indian History and Culture," to be called the "Manindra Chandra Chair" on conditions mentioned in his letter (Appendix C).

On the motion of Pandit Baldev Ram Dave, seconded by Rai Gyanendra Nath Chakravarti Bahadur, it was unanimously

*Resolved* that the offer of the Hon'ble Maharaja Sir Manindra Chandra Nandy Bahadur, K. C. I. E., of Cossimbazar, be accepted with thanks and that Dr. Radhakumud Mukerji, M.A., Ph.D., P.R.S., be appointed as the first Professor to the chair, subject to the conditions:

(1) that the said professor's appointment shall be subject to the rules to which the appointment of other professors will be subject as regards service, discipline and general control;

(2) that the Professor will do not less than twelve hours of class work in the week; and

(3) that his consolidated salary shall be Rs. 500 per mensem.

3. On the motion of Pandit Madan Mohan Malaviya, seconded by Pandit Baldev Ram Dave, the meeting was adjourned to 12-15 P.M. the same day.

SUNDAR LAL,  
Vice-Chancellor.

## APPENDIX C.

### CORRESPONDENCE RELATING TO "MANINDRA CHANDRA CHAIR."

1

KASIMBAZAR RAJBARI,

16th August, 1916.

To

THE HON'BLE DR. SUNDAR LAL, C.I.E.,

VICE-CHANCELLOR,

*Benares Hindu University.*

DEAR MR. VICE-CHANCELLOR,

In accordance with the suggestion of the Hon'ble Pandit Madan Mohan Malaviya as communicated to me in his letter of the 25th ultimo (a copy of which is enclosed herein) I agree to make a gift to the Hindu University of  $3\frac{1}{2}$  per cent. Government stock of the face-value of Rs. 1,71,450 on the following conditions, viz:—

(1) that the said fund be utilised by the University to create a permanent chair of Ancient Indian History and Culture to be called the *Manindra Chandra Chair*;

(2) that I may be permitted by the University to nominate as the first and permanent incumbent of the said chair. Dr. Radhakumud Mookerji, M.A., Ph.D., P.R.S., whom the Hon'ble Mr. M. M. Malaviya has recommended me for the purpose and who has, as you are aware, eminently qualified himself for the said professorship as well by his unique academic career as by his published record of original work which has already earned for him a European reputation, and last, but not least, by his earnest devotion to the cause of the Hindu University;

(3) that the University will be pleased to fix the duties of the said professor to be primarily the prosecution of original research, the direction of research of post-graduate students and such instruction of post-graduate students as may not interfere with his primary duty of carrying on his own researches.

As soon as I learn from you that the University has accepted the aforesaid conditions of my gift, I shall remit to you the full amount of my gift in Government stock.

I remain,

Yours sincerely,

MANINDRA CHANDRA NANDY,

*Maharaja of Kasimbazar.*

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50, BURTOLLA STREET,

*Calcutta 25th July, 1916.*

MY DEAR MAHARAJA SAHIB,

I am glad and thankful to know that you have arranged to remit the amount of your donation to the Hindu University by the first week of August. I hope also that you will kindly attend that meeting. It will be the first meeting of the University Court and I particularly wish that you as one of the first supporters of the University should be there.

You will remember that on the day that the University Act was passed, when Dr. Sundar Lal and myself went to the Nabha House at Simla to thank you for your support, I requested you to give us Rs. 50,000 more so that either a chair bearing your honoured name may be endowed in the University or a hostel erected to commemorate your gift to the University. You asked me to send you a plan of a hostel. The plan is yet to be prepared, but I am writing to you to suggest that instead of building a hostel you might endow a chair in your own name. That will require an income of Rs. 500 monthly. You have already



paid a lac and interest on the amount up to now will amount to a good sum. By paying another 40,000 either in a lump sum or by instalments as may be convenient to you the chair may be founded in your own name or in the name of any one else you may desire. If you approve the idea, I would suggest that the chair should be for Ancient Hindu History and Culture, and that you might nominate Dr. Radhakumud Mukerji to be the first incumbent of the chair. I do not suggest his name out of mere friendly regard for him. His brilliant University career and the reputation he has already earned as a research scholar mark him out as an eminently eligible man for a professorship at the Hindu University. But that is not all I want him for. You know that he has taken a deep interest in the University movement ever since 1911. He understands the objects with which the movement was started and has been worked. If he is at Benares he will be of great help in keeping our ideals before the University authorities and will be of much help to the University administration. The professors will of course come from various parts of the country. They will be men of different ideas and ideals, and it is desirable that there should be among them a few scholars who understand the genesis of the University and all that it should stand for, who should in short represent the views of the first promoters and supporters of the University. Should you approve the idea, I hope you will communicate your decision to Dr. Sundar Lal at an early date, so that it may be placed before the first meeting of the Court.

Trusting you are well,

Yours sincerely,  
M. M. MALAVIYA,

THE HON'BLE MAHARAJA  
SIR MANINDRA CHANDRA NANDY,  
K.C.I.E.

# MINUTES OF THE ADJOURNED MEETING OF THE SENATE.

---

## No. 2.

THE 7TH NOVEMBER, 1916.--11 A.M.

### Present :

1. The Hon'ble Dr. Sundar Lal, Rai Bahadur, B.A., LL.D., C.I.E.,  
*Vice-Chancellor, in the chair,*
  2. Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A.,  
*Pro-Vice-Chancellor,*
  3. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
  4. Professor Tej Bahadur Sapru, M.A., LL.D.,
  5. Professor Bertram Keightley, M.A.,
  6. Professor Bhagavan Das, M.A.,
  7. Professor Pundi Seshadri, M.A.,
  8. Professor Phani Bhushan Adhikari, M.A.,
  9. Professor Prafulla Kumar Dutt, M.A.,
  10. Professor Shyama Charan De, M.A.,
  11. Professor Lakshmi Narayan, M.A.,
  12. Professor Madhavarao Balaji Rane, M.A.,
  13. Professor Radha Kumud Mukerji, M.A., Ph.D., P.R.S.,
  14. Mahamahopadhyaya Pandit Lakshman Shastri Dravida,
  15. Pandit Ambadas Shastri,
  16. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.,
  17. Mahamahopadhyaya Dr. Ganga Natha Jha, M.A., D.Litt., and
  18. Robert Paget Dewhurst, Esq., M.A., I.C.S.
1. Professor Seshadri proposed that the following members be assigned to the Faculty of Arts :—
1. The Hon'ble Maharaja Sir Rameshwar Singh Bahadur, G.C.I.E.,
  2. Mrs. Annie Besant,
  3. Sir Gooroo Dass Banerjee, Kt., M.A., D.L., Ph.D.,

4. The Hon'ble Justice Sir Ashutosh Mukerji, Kt., M.A., D.L., D.Sc., C.S.I., F.R.A.S., F.R.S.E., F.A.S.B.,
5. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
6. Professor Tej Bahadur Sapru, M.A., LL.D.,
7. Professor Bertram Keightley, M.A.,
8. Professor Bhagavan Das, M.A.,
9. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.,
10. Mahamahopadhyaya Pandit Hara Prasad Shastri, M.A., C.I.E., F.A.S.B.,
11. Mahamahopadhyaya Dr. Ganga Nath Jha, M.A., D.Litt.,
12. The Hon'ble Mr. C. F. de la Fosse, M.A.,
13. Dr. A. Venis, C.I.E., M.A., D.Litt.,
14. E. A. Richardson, Esq., M.A.,
15. R. P. Dewhurst, Esq., M.A. I.C.S.,
16. Pandit Manohar Lal Zutshi, M.A.,
17. Professor Radha Kumud Mukerji, M.A., Ph.D., P.R.S.,
18. Professor P. Seshadri, M.A.,
19. Professor P. B. Adhikari, M.A.,
20. Professor Manohar Lal, M.A.,
21. Professor Shyama Charan De, M.A.,
22. Professor Lakshmi Narayan, M.A.,
23. Professor Satyavrata Battacharya, M.A.,
24. Mahamahopadhyaya Pandit Lakshman Shastri Dravida, and
25. Pandit Ram Avtar Pande, M.A.

Professor Adhikari seconded the motion, and it was carried unanimously.

2. Professor Dutt proposed the following names for the Faculty of Science:—

1. The Hon'ble Justice Sir Ashutosh Mukerji, Kt., M.A., D.L., D.Sc., C.S.I., F.R.A.S., F.R.S.E., F.A.S.B.,
2. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.,
3. Professor C. V. Raman, M.A.,
4. Professor P. K. Dutt, M.A.,
5. Professor Shyama Charan De, M.A.,
6. Professor Lakshmi Narayan, M.A.,
7. Professor M. B. Rane, M.A.,
8. Professor A. W. Ward, M.A.,
9. Professor N. C. Nag, M.A.

The motion was seconded by Professor Rane.

Rai Gyanendra Nath Chakravarti Bahadur proposed to

add to the list the name of Professor Bertram Keightley, M.A., and it was accepted by the mover.

The motion was put to the vote and carried unanimously.

3. Mahamahopadhyaya Dr. Ganga Nath Jha moved that the following gentlemen be assigned to the Faculty of Oriental Learning:—

1. The Hon'ble Maharaja Sir Rameshwar Singh Bahadur, G.C.I.E.,
2. Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A.,
3. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
4. Mahamahopadhyaya Dr. Ganga Nath Jha, M.A., D.Litt.,
5. Dr. A. Venis, M.A., D.Litt., C.I.E.,
6. Mahamahopadhyaya Pandit Yadaveshwar Tarkaratna,
7. Mahamahopadhyaya Pandit Hara Prasad Shastri, M.A., C.I.E., F.A.S.B.,
8. Mahamahopadhyaya Pandit Lakshman Shastri Dravida,
9. Pandit Ram Avtar Pande, M.A.,
10. Pandit Ambadas Shastri, and
11. Professor Bhagavan Das, M.A.

The Hon'ble Pandit Madan Mohan Malaviya seconded the motion.

Professor Radha Kumud Mukerji proposed that the name of Sir Gooroo Dass Banerjee, Kt., M.A., D.L., Ph.D., be added to the list, and Rai Gyanendra Nath Chakravarti Bahadur proposed that the name of Robert Paget Dewhurst, Esq., M.A., be also added to the list of members to be assigned to the Faculty of Oriental Learning.

The proposals having been accepted by the mover, the motion was put to vote and carried unanimously.

4. The Hon'ble Pandit Madan Mohan Malaviya moved that the following gentlemen be assigned to the Faculty of Theology:—

1. Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A.,
2. The Hon'ble Maharaja Sir Rameshwar Singh Bahadur, G.C.I.E.,
3. The Hon'ble Pandit Madan Mohan Malaviya B.A., LL.B.,
4. Mahamahopadhyaya Pandit Yadaveshwar Tarkaratna,
5. Mahamahopadhyaya Pandit Lakshman Shastri Dravida,
6. Pandit Ambadas Shastri,
7. Sir Gooroo Dass Banerjee, Kt., M.A., D.L., Ph.D., and
8. Mahamahopadhyaya Dr. Ganga Nath Jha, M.A., D.Litt.

Mahamahopadhyaya Dr. Ganga Nath Jha seconded the motion.

Professor Seshadri moved that Babu Bhagavan Dass, M.A., be also assigned to the Faculty of Theology and Mahamahopadhyaya Dr. Ganganath Jha seconded the motion.

The motion, as amended, was put to the vote and was carried unanimously.

5. Professor Tej Bahadur Sapru moved that the following gentlemen be assigned to the Faculty of Law:—

1. The Hon'ble Rai Bahadur Dr. Sundar Lal, B.A., LL.D., C.I.E.,
2. Sir Gooroo Dass Banerjee, Kt., M.A., D.L., Ph.D.,
3. The Hon'ble Justice Sir Ashutosh Mukerji, Kt., M.A., D.L., D.Sc., C.S.I., F.R.A.S., F.R.S.E., F.A.S.B.,
4. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B., and
5. The Hon'ble Dr. Tej Bahadur Sapru, M.A., LL.D.

The motion was seconded by Professor Seshadri, and on being put to the vote was carried unanimously.

6. Professor Shyama Charan De moved that the following gentlemen be elected members of the Syndicate:—

1. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
2. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.,
3. Mahamahopadhyaya Dr. Ganga Nath Jha, M.A., D.Litt.,
4. Professor A. W. Ward, M.A.,
5. Professor Tej Bahadur Sapru, M.A., LL.D.,
6. Professor Bertram Keightley, M.A.,
7. Professor Bhagavan Das, M.A.,
8. Professor Radha Kumud Mukerji, M.A., Ph.D., P.R.S.,
9. Professor Pundi Seshadri, M.A.,
10. Professor Shyama Charan De, M.A.,
11. Professor Phani Bhushan Adhikari, M.A.,
12. Professor Lakshmi Narain, M.A.,
13. Professor Prafulla Kumar Dutt, M.A.,
14. Professor Madhavarao Balaji Rane, M.A., and
15. Pandit Ambadas Shastri.

Professor Lakshmi Narayan seconded the motion, and it was carried unanimously.

7. Rai Gyanendra Nath Chakravarti Bahadur moved that, under Chapter IV, Regulation 1, the Board of Studies



should be constituted in the Faculty of Arts for the following, *viz.* :—

English,	Economics,
Philosophy,	Sanskrit & Pali,
History,	Arabic & Persian,
Mathematics,	Indian Vernaculars ;

and in the Faculty of Science, the Boards of Studies be constituted for—

Chemistry,	Mathematics,
Physics,	Biology,

and that the Board of Studies in each of these subjects be constituted of not more than seven members.

Professor Lakshmi Narain seconded the motion.

Mahamahopadhyaya Dr. Ganga Nath Jha proposed that the Indian Vernaculars be not grouped under one head and entrusted to a single Board, and moved that separate Boards be constituted for—

1. Hindi,
2. Urdu,
3. Bengali,
4. Gujrati and Mahrati,
5. Tamil and Telugu; and

that each of the said Boards be constituted of three members.

This was seconded by Professor Seshadri.

The motion, as amended, was put to the vote and carried unanimously.

8. Mahamahopadhyaya Dr. Ganga Nath Jha moved that under Chapter IV, Regulation 1, the Board of Studies should be constituted in the Faculty of Oriental Learning and in the Faculty of Theology in the following subjects, and that each of the said Boards be constituted of not more than five members :—

*Faculty of Oriental Learning :*

1. Veda-Shrauta,
2. Dharma Shastra and Agama,
3. Purana and Itihasa,
4. Purva Mimansa,
5. Vedanta,

6. Sankhya-Yoga,
7. Nyaya-Vaisesika,
8. Vyakarana,
9. Kavya Sahitya,
10. Jyautisha,
11. Vaidyaka,
12. Pali and Prakrita.

*Faculty of Theology :*

1. Veda-Shrauta,
2. Dharma Shashtra and Agama,
3. Karmakanda,
4. Purana and Itihasa,
5. Purva Mimansa,
6. Vedanta,
7. Sankhya-Yoga,
8. Nyaya-Vaisesika,
9. Jyautisha.

The Hon'ble Pandit Madan Mohan Malaviya seconded the motion, and it was carried unanimously.

9. Professor Bertram Keightley proposed that, under Regulation 1, Chapter VIII of the Regulations, the following gentlemen be appointed members of the Library Committee:—

1. Professor Bertram Keightley, M.A.,
2. Professor Tej Bahadur Sapru, M.A., LL.D.,
3. Professor Bhagavan Das, M.A.,
4. Professor P. Seshadri, M.A.,
5. Professor M. B. Rane, M.A.,
6. Professor Radha Kumud Mukerji, M.A., Ph.D., P.R.S.,
7. Professor Shyama Charan De, M.A.,
8. Professor P. K. Dutt, M.A.

The motion was seconded by Professor Seshadri and carried unanimously.

SUNDAR LAL,  
*Vice-Chancellor.*

# MINUTES OF THE ADJOURNED MEETING OF THE COUNCIL.

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## No. 4.

THE 7TH NOVEMBER, 1916.—12-15 P.M.

### Present:

1. The Hon'ble Dr. Sundarlal, Rai Bahadur, B.A., LL.D., C.I.E.,  
*Vice-Chancellor, in the chair,*
2. Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A.,  
*Pro-Vice-Chancellor,*
3. Babu Bhagavan Das, M.A.,
4. The Hon'ble Pandit Gokaran Nath Misra, M.A., LL.B.,
5. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
6. The Hon'ble Dr. Tej Bahadur Sapru, M.A., LL.D.,
7. Pandit Baldev Ram Dave,
8. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B., and
9. Mahamahopadhyaya Dr. Ganga Nath Jha, M.A., D.Litt.

1. On the motion of Dr. Tej Bahadur Sapru, seconded by Rai Gyanendra Nath Chakravarti Bahadur, it was unanimously resolved that a Committee, consisting of—

The Hon'ble Pandit Madan Mohan Malaviya B.A., LL.B.,  
Babu Bhagavan Das, M.A.,

The Hon'ble Pandit Gokaran Nath Misra, M.A., LL.B.,

Babu Iswar Saran, B.A., and

Babu Guru Prasad Dhawan, B.A.

with powers to co-opt members, be appointed to organise the collection of funds for the University and that Babu Guru Prasad Dhawan be appointed convener of the same.

2. On the motion of Pandit Madan Mohan Malaviya, seconded by Pandit Baldev Ram Dave, it was unanimously resolved that a Committee consisting of—

The Hon'ble Dr. Sundar Lal, Rai Bahadur, B.A., LL.D., C.I.E.,

The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,

Rai Gyanendra Nath Chakravarti Bahadur, B.A., LL.B.,

Babu Bhagavan Das, M.A., and

The Hon'ble Dr. Tej Bahadur Sapru, M.A., LL.D.

be appointed to form the Finance Committee, and that Dr. Sundar Lal be appointed convener of the same.

3. On the motion of Dr. Tej Bahadur Sapru, seconded by Rai Purnendu Narayan Singh Bahadur, it was unanimously resolved that a Committee consisting of—

The Hon'ble Dr. Sundar Lal, Rai Bahadur, B.A., LL.D., C.I.E.,

Rai Ganga Ram Bahadur, C.I.E., M.V.O.,

The Hon'ble Babu Moti Chand, C.I.E.,

Babu Bhagavan Das, M.A.,

Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.,

The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B., and

Babu Upendra Nath Basu, B.A., LL.B.

be appointed as Building Committee to arrange for the construction of the University Buildings and generally to deal with all matters relating to buildings, and that the Superintendent of Works for the time being be appointed its convener.

4. On the motion of Rai Gyanendra Nath Chakravarti Bahadur, seconded by Pandit Madan Mohan Malaviya, it was unanimously resolved

(1) That Rai Ganga Ram Bahadur, C.I.E., M.V.O., be appointed Chief Engineer, and

(2) That the Government of the United Provinces of Agra and Oudh be asked to lend the services of Babu Jwala Prasad, B.A., C.E., on the usual terms and that he be appointed Superintendent of Works from the date he takes over charge of his duties.

5. On the motion of Pandit Baldev Ram Dave, seconded by Rai Gyanendra Nath Chakravarti Bahadur, it was unanimously resolved that the Superintendent of Works for

the time being be authorised on behalf of the University to sign and execute contracts in accordance with the instructions of the Building Committee and that the Registrar of the University for the time being be authorised to sign all other contracts.

6. On the motion of Pandit Baldev Ram Dave, seconded by Pandit Madan Mohan Malaviya, the meeting was adjourned to 4-15 P.M., the same day.

SUNDAR LAL,

*Vice-Chancellor.*



# MINUTES OF THE MEETING OF THE FACULTY OF ARTS.

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No. 1.

THE 7TH NOVEMBER, 1916.—1 P.M.

Present:

1. The Hon'ble Dr. Sundar Lal, Rai Bahadur, B.A., LL.D., C.I.E.,  
*Vice-Chancellor, in the chair,*
2. Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A.,  
*Pro-Vice-Chancellor,*
3. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
4. Professor Bertram Keightley, M.A.,
5. Professor Tej Bahadur Sapru, M.A., LL.D.,
6. Professor Bhagavan Das, M.A.,
7. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.,
8. Mahamahopadhyaya Dr. Ganga Nath Jha, M.A., D.Litt.,
9. Robert Paget Dewhurst, Esq., M.A., I.C.S.,
10. Professor Radha Kumud Mukerji, M.A., Ph.D., P.R.S.,
11. Professor P. Seshadri, M.A.,
12. Professor P. B. Adhikari, M.A.,
13. Professor Shyama Charan De, M.A., and
14. Professor Lakshmi Narayan, M.A.

1. On the motion of Rai Gyanendra Nath Chakravarti Bahadur, seconded by Mahamahopadhyaya Dr. Ganga Nath Jha, the Hon'ble Dr. Sundar Lal, Rai Bahadur, B.A., LL.D., C.I.E., was elected Dean of the Faculty, under Regulation 1 of Chapter III of the Regulations.

2. On the motion of Dr. Ganga Nath Jha, seconded by Professor Bertram Keightley, the co-option of members

under Regulation 12 of Chapter III of the Regulations was postponed to the next meeting of the Faculty.

3. It was unanimously resolved that the following gentlemen be appointed members of the Board of Studies, under Regulation 1 of Chapter IV of the Regulations, and the gentleman named as convener for each Board be appointed its convener :—

*For English :*

The Hon'ble Mr. C. F. de la Fosse, M.A.,  
Robert Paget Dewhurst, Esq., M.A.,  
Professor Bertram Keightley, M.A.,  
Professor Tej Bahadur Sapru, M.A., LL.D.,  
Professor Bhagavan Das, M.A., and  
Professor P. Seshadri, M.A.  
Convener—Professor P. Seshadri, M.A.

*For Philosophy :*

Professor Bertram Keightley, M.A.,  
Dr. A. Venis, M.A., D.Litt., C.I.E.,  
Mahamahopadhyaya Dr. Ganga Nath Jha, M.A., D.Litt.,  
Professor Bhagavan Das, M.A., and  
Professor P. B. Adhikari, M.A.  
Convener—Professor P. B. Adhikari, M.A.

4. The following names were then proposed for the Board of Studies for History :—

1. Mahamahopadhyaya Pandit Hara Prasad Shastri, M.A.
2. Professor Radha Kumud Mukerji, M.A., Ph.D., P.R.S.
3. Professor Satyavrata Bhattacharya, M.A.

The Hon'ble Pandit Madan Mohan Malaviya proposed to add to this Board the name of Professor Sri Prakash, B.A. (Cantab.)

The Vice-Chancellor pointed out that he was not a member of the Faculty of Arts.

The Hon'ble Pandit Madan Mohan Malaviya proposed that Professor Sri Prakash be co-opted a member of the Faculty of Arts and the question of his co-option be considered as a special matter. On the votes being taken, five were in favour of reconsidering resolution No. 2 and

only one vote was against it. Resolution 2 being reconsidered, the name of Professor Sri Prakash was proposed for co-option as a member of the Faculty and the proposal was carried unanimously.

The name of Professor Sri Prakash was then added to the names proposed for Board of Studies for History and that Board was, thus, unanimously resolved to consist of the following gentlemen:—

1. Mahamahopadhyaya Pandit Hara Prasad Shastri, M.A.,
2. Professor Radha Kumud Mukerji, M.A., Ph.D., P.R.S.,
3. Professor Satyavrata Bhattacharya, M.A., and
4. Professor Sri Prakash, B.A. (Cantab.)

*Convener*—Professor Satyavrata Bhattacharya, M.A.

5. It was unanimously resolved to appoint the following members for the Boards of Studies mentioned below with the conveners named there:—

*For Mathematics:*

1. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.,
2. Professor Shyama Charan De, M.A., and
3. Professor Lakshmi Narayan, M.A.

*Convener*—Professor Lakshmi Narayan, M.A.

*For Economics:*

1. Professor Manohar Lal, M.A.,
2. Professor Radha Kumud Mukerji, M.A., Ph.D., P.R.S., and
3. Professor Satyavrata Bhattacharya M.A.

*Convener*—Professor Satyavrata Bhattacharya, M.A.

*For Sanskrit and Pali:*

1. Mahamahopadhyaya Pandit Aditya Ram Bhattacharya, M.A.,
2. Mahamahopadhyaya Dr. Ganga Nath Jha, M.A., D.Litt.,
3. Mahamahopadhyaya Pandit Hara Prasad Shastri, M.A., C.I.E.,
4. Dr. A. Venis, M.A., D.Litt., C.I.E.,
5. Mahamahopadhyaya Pandit Lakshman Shastri Dravida, and
6. Pandit Ram Avatar Pande, M.A.

*Convener*—Mahamahopadhyaya Dr. Ganga Nath Jha, M.A., D.Litt.

*For Arabic and Persian:*

1. Professor Tej Bahadur Sapru, M.A., LL.D.,
2. Pandit Manohar Lal Zutshi, M.A., and
3. Mr. R. P. Dewhurst, M.A.

*Convener*—Mr. R. P. Dewhurst, M.A.

*For Hindi :*

1. Pandit Ram Avatar Pande, M.A.,
2. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B., and
3. Professor Bhagavan Das, M.A.

*Convener*—Professor Bhagavan Das, M.A.

*For Urdu :*

1. Professor Tej Bahadur Sapru, M.A., LL.D., and
2. Pandit Manohar Lal Zutshi, M.A.

*Convener*—Pandit Manohar Lal Zutshi, M.A.

*For Bengali :*

1. Mahamahopadhyaya Pandit Hara Prasad Shastri, M.A., and
2. Professor P. B. Adhikari, M.A.

*Convener*—Professor P. B. Adhikari, M.A.

SUNDAR LAL,

*Vice-Chancellor.*

# MINUTES OF THE MEETING OF THE FACULTY OF SCIENCE.

No. 1.

7TH NOVEMBER, 1916.—2 P.M.

Present :

1. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.,  
*in the chair.*
2. Professor Shyama Charan De, M.A.,
3. Professor Bertram Keightley, M.A.,
4. Professor P. K. Dutt, M.A.,
5. Professor M. B. Rane, M.A., and
6. Professor Lakshmi Narayan, M.A.

1. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B., was unanimously elected Dean of the Faculty, under Regulation 1, of Chapter III of the Regulations.

2. The following gentlemen were unanimously co-opted as members of the Faculty, under Regulation 12 of Chapter III of the Regulations :—

1. Professor Abhai Charan Sanyal, M.A.,
2. Professor Anoda Prasad Sarkar, M.A., D.Sc.,
3. Dr. Sridhar Nehru, M.A. (Cantab.), Ph. D.,
4. Professor Umesh Chandra Ghose, M.A.
5. Professor H. C. Ahuja, B.Sc., and
6. Professor Dakshina Ranjan Bhattacharya, M.A.,

3. Resolved unanimously that the following Boards be constituted as below with a convener to each :—



*For Chemistry:*

1. Professor Abhaya Charan Sanyal, M.A.,
2. Professor Nagendra Chandra Nag, M.A.,
3. Professor Anoda Prasad Sarkar, M.A., D.Sc.,
4. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.
5. Professor Madhava Rao Balaji Rane, M.A.

*Convener*—Professor Madhava Rao Balaji Rane, M.A.

*For Physics:*

1. Professor C. V. Raman, M.A.
2. Professor A. W. Ward, M.A.,
3. Professor Bertram Keightley, M.A.,
4. Dr. Sridhar Nehru, M.A., (Cantab.), Ph.D (Heidelbergh),
5. Professor Prafulla Kumar Datta, M.A.,

*Convener*—Professor Prafulla Kumar Datta, M.A.

*For Mathematics:*

1. The Hon'ble Justice Sir Ashutosh Mukerji, Kt., M.A., D.L.,  
D.Sc., C.S.I., F.R.A.S., F.R.S.E., F.A.S.B.,
2. Professor A. W. Ward, M.A.,
3. Professor Umesh Chandra Ghose, M.A.,
4. Professor Shyama Charan De, M.A., and
5. Professor Lakshmi Narayan, M.A.

*Convener*—Professor Lakshmi Narayan, M.A.

*For Biology:*

1. Professor Dakshina Ranjan Bhattacharya, M.A.,
2. Professor H. C. Ahuja, B.Sc.

*Convener*—Professor H. C. Ahuja, B.Sc.

GYANENDRA NATH CHAKRAVARTI,

*Chairman.*

# MINUTES OF THE MEETING OF THE FACULTY OF LAW.

No. 1.

7TH NOVEMBER, 1916.—2-15 P.M.

Present :

1. The Hon'ble Dr. Sundar Lal, Rai Bahadur, B.A., LL.D., C.I.E.,  
*Vice-Chancellor, in the chair,*
2. The Hon'ble Pandit Madan Mohan Malaviya, B. A., LL.B., and
3. The Hon'ble Dr. Tej Bahadur Sapru, M.A., LL.D.

1. On the motion of the Hon'ble Dr. Tej Bahadur Sapru seconded by the Hon'ble Pandit Madan Mohan Malaviya, it was resolved

(1) that the following gentlemen be co-opted as members of the Faculty under Regulation 12, Chapter III of the Regulations :—

Dr. Sir Rash Bihary Ghose, Kt., M.A., D.L., Ph.D., C.S.I., C.I.E.,  
The Hon'ble Pandit Moti Lal Nehru,  
The Hon'ble Pandit Gokaran Nath Misra, M.A., LL.B.,  
The Hon'ble Justice Sadasiva Iyer and  
The Hon'ble Justice Shadi Lal : and

(2) That Dr. Sir Rash Bihari Ghose be elected Dean of the Faculty, under Regulation 1, Chapter III of the Regulations.

SUNDAR LAL,  
*Vice-Chancellor.*

# MINUTES OF THE MEETING OF THE FACULTY OF ORIENTAL LEARNING.

## No. 1.

7TH NOVEMBER, 1916.—2 P.M.

### Present :

Mahamahopadhyaya Pandit Adityaram Bhattacharya, M. A.

*Pro-Vice-Chancellor, in the chair.*

Mahamahopadhyaya Dr. Ganga Nath Jha, M.A., D.Litt.,

The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,

Professor Bhagavan Das, M.A.,

Mahamahopadhyaya Pandit Lakshman Shastri Dravida.,

Mr. R. P. Dewhurst, M.A., and

Pandit Ambadas Shastri.

1. Mahamahopadhyaya Dr. Ganga Nath Jha, M.A., D.Litt., was unanimously elected Dean of the Faculty, under Regulation 1, Chapter III of the Regulations.

2. The following gentlemen were co-opted as members of the Faculty, under Regulation 12, of Chapter III of the Regulations :

1. Mahamahopadhyaya Pandit Sri Krishna Shastri,
2. Mahamahopadhyaya Pandit Chitradhar Misra,
3. Pandit Hathibhai Hari Shankar Shastri,
4. Pandit Madhava Shastri Ghate,
5. Pandit Prabhudutt Shastri,
6. Mahamahopadhyaya Pandit Subramaniya Shastri,
7. Pandit Panchanan Tarkaratna,
8. Pandit Jaideva Misra,
9. Pandit Nityanand Pant,
10. Pandit Sri Ramacharya,
11. Pandit Venkatesh Chariya,
12. Pandit Umacharana Kaviraja and
13. Pandit Ram Yatna Ojha.

3. Under Regulation 1, Chapter IV of the Regulations, it was resolved to appoint the following Boards of Studies, with their respective conveners :—

### BOARDS OF STUDIES :

#### (a) *Veda Shrouta :*

1. Pandit Prabhudutt Shastri,
2. Pandit Mahadeva Shastri Ghate,
3. Mahamahopadhyaya Pandit Lakshman Shastri Dravida,  
*Convener :* Mahamahopadhyaya Pandit Lakshman Shastri Dravida.

#### (b) *Dharmashastra and Agama :*

1. Pandit Nityananda Panth.
2. Mahamahopadhyaya Pandit Chitradhar Misra,
3. Pandit Panchanan Tarkabhushan,  
*Convener :* Pandit Nityananda Panth.

#### (c) *Purana and Itihasa :*

1. The Hon'ble Pandit Madan Mohan Malaviya, B. A., LL. B.,
2. Pandit Panchanan Tarkaratna,
3. Babu Bhagavan Das, M.A.,
4. Mahamahopadhyaya Pandit Hara Prasad Shastri, M.A.  
*Convener :* Babu Bhagavan Das, M.A.

#### (d) *Purva-Mimansa :*

1. Mahamahopadhyaya Pandit Chitradhar Misra,
2. Pandit Subramanya Shastri,
3. Mahamahopadhyaya Dr. Ganga Natha Jha, M.A., D. Litt.,  
*Convener :* Mahamahopadhyaya Dr. Ganga Nath Jha, M.A., D. Litt.

#### (e) *Vedanta :*

1. Pandit Hathibhai Shastri,
2. Pandit Ambadas Shastri,
3. Mahamahopadhyaya Pandit Lakshman Shastri Dravida,
4. Pandit Venkateshcharya Shastri.  
*Convener :* Mahamahopadhyaya Pandit Lakshman Shastri Dravida.

#### (f) *Sankhya—Yoga.*

1. Pandit Vama Charan,
2. Pandit Ambadas Shastri,
3. Pandit Srikrishna Shastri,  
*Convener :* Pandit Vama Charan.

(g) *Nyaya—Vaisheshika* :

1. Pandit Ambadas Shastri,
2. Mahamahopadhyaya Pandit Lakshman Shastri Dravida,
3. Mahamahopadhyaya Dr. Ganga Natha Jha, M.A., D.Litt.

Convener : Pandit Ambadas Shastri.

(h) *Vyakarana* :

1. Mahamahopadhyaya Pandit Chitradhar Misra,
2. Pandit Jaideva Misra,
3. Pandit Nityananda Panth.

Convener : Pandit Jaideva Misra.

(i) *Kavya—Sahitya* :

1. Pandit Ram Avatar Pande, M. A.,
2. Mahamahopadhyaya Pandit Hara Prasad Shastri, M. A., C.I.E.,
3. Pandit Srikrishna Shastri,
4. Pandit Nityananda Panth.

Convener : Pandit Ram Avatar Pande, M. A.

(j) *Jyautisha* :

1. Pandit Ram Yatna Ojha,
2. Pandit Panchanan Tarkaratna,
3. Pandit Mahadeva Shastri Ghate.

Convener : Pandit Ram Yatna Ojha.

(k) *Vaidyaka* :

1. Pandit Umacharana Kaviraja.

(l) *Pali and Prakrit* :

1. Dr. A. Venis, M.A., D.Litt. C.I.E.,
2. Mahamahopadhyaya Pandit Hara Prasad Shastri, M. A., C.I.E.,
3. Pandit Ram Avatar Pande, M. A.

Convener : Mahamahopadhyaya Pandit Hara Prasad Shastri, M. A.

4. To enable this Faculty to co-opt more members to strengthen the Boards of Studies in *Vaidyaka* and *Jyautisha*, it was resolved that the Senate be requested to increase the number of members of the Faculty by at least five members.

5. Resolved that the Boards of Studies of this Faculty should co-operate with those of the Faculty of Theology in fixing courses of studies for subjects common to both.

ADITYARAM BHATTACHARYA,

Chairman.



# MINUTES OF THE MEETING OF THE FACULTY OF THEOLOGY.

No. 1.

7TH NOVEMBER, 1916.—2-30 P.M.

Present :

1. Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A.,  
*Pro-Vice-Chancellor, in the Chair.*
2. Mahamahopadhyaya Dr. Ganga Natha Jha, M.A., D.Litt.,
3. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
4. Mahamahopadhyaya Pandit Lakshman Shastri Dravida, and
5. Babu Bhagavan Dass, M.A.

1. Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A., was unanimously elected Dean of the Faculty, under Regulation 1, Chapter III of the Regulations.

2. The following gentlemen were co-opted as members of the Faculty, under Regulation 12, Chapter III of the Regulations :—

1. Pandit Prabhudutt Shastri,
2. Pandit Madhava Shastri Ghate,
3. Pandit Gauri Nath Dikshit,
4. Pandit Ganesha Shastri, of Goshala, Ajodhya.
5. Mahamahopadhyaya Pandit Sri Krishna Shastri of Patiala,
6. Pandit Krishnanath Vamana Shastri, of Poona,
7. Mahamahopadhyaya Pandit Pramatha Nath Tarkabhushana  
of Government. Sanskrit College, Calcutta,
8. Pandit Virupaksha Shastri of Sringeri,
9. Pandit Deshikacharya of Tirupati.

3. Under Regulation 1, Chapter IV of the Regulations, it was resolved to appoint the following Boards of Studies, with their conveners:—

(a) *Veda-Shranta*:

1. Pandit Prabhudutt Shastri,
2. Pandit Mahadeva Shastri Ghate,
3. Pandit Gauri Nath Dikshit,
4. Pandit Ganesha Shastri,

Convener: Pandit Prabhudutt Shastri.

(b) *Dharmashastra and Agama*:

1. Mahamahopadhyaya Pandit Pramatha Nath Tarkabhushana,
2. Pandit Virupaksha Shastri,

Convener: Mahamahopadhyaya Pandit Pramesha Nath Tarkabhushana.

(c) *Karmakanda*:

1. Pandit Prabhudutt Shastri,
2. Pandit Mahadeva Shastri Ghate,
3. Pandit Gauri Nath Dikshit,
4. Pandit Ganesha Shastri.

Convener: Pandit Prabhudutt Shastri.

(d) *Purana, and Itihasa*:

1. Pandit Sri Krishna Shastri,
2. Pandit Krishnanath Vamana Shastri.

Convener: Pandit Srikrishna Shastri.

(e) *Purva-Mimansa*:

1. Mahamahopadhyaya Pandit Lakshman Shastri Dravida,
2. Pandit Ambadas Shastri,
3. Mahamahopadhyaya Dr. Ganga Nath Jha, M.A., D.Litt.,

Convener: Mahamahopadhyaya Dr. Ganga Nath Jha, M.A., D. Litt.

(f) *Vedanta*:

1. Pandit Deshikacharya,
2. Mahamahopadhyaya Pandit Pramatha Nath Tarkabhushana,
3. Hathibhai Shastri.

Convener: Mahamahopadhyaya Pandit Pramesha Nath Tarkabhushana.

(g) *Nyaya-Vaishisika* :

1. Mahamahopadhyaya Pandit Lakshman Shastri Dravida,
  2. Pandit Ambadas Shastri,
  3. Mahamahopadhyaya Dr. Ganga Nath Jha, M.A., D.Litt.,
- Convener : Mahamahopadhyaya Dr. Ganga Nath Jha, M. A., D. Litt.

(h) *Sankhya-Yoga* :

1. Pandit Ambadas Shastri,
  2. Pandit Srikrishna Shastri.
  3. Mahamahopadhyaya Lakshman Shastri Dravida.
- Convener : Pandit Amba Das Shastri.

(i) *Jyautisha* :

1. Pandit Mahadeva Shastri Ghate.

4. It was resolved that, as the subject of *Jyautish* is not adequately represented on the Faculty and the Board of Studies, it be recommended that, to enable the Faculty to co-opt more members, the Senate be requested to increase the number of members of the Faculty by at least five more names.

5. It was further resolved that the Board of Studies of this Faculty should co-operate with the Board of Studies of the Faculty of Oriental Learning in prescribing courses of study for subjects common to both the Faculties.

ADITYARAM BHATTACHARYA,

Chairman.

# MINUTES OF THE MEETING OF THE SYNDICATE.

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No. 1.

7TH NOVEMBER, 1916.—4 P.M.

Present:

1. The Hon'ble Dr. Sundarlal, Rai Bahadur, B.A., LL.D., C.I.E.,  
*Vice-Chancellor, in the chair.*
2. Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A.,  
*Pro-Vice-Chancellor,*
3. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
4. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.,
5. Mahamahopadhyaya Dr. Ganga Nath Jha, M.A., D.Litt.,
6. Professor Tej Bahadur Sapru, M.A., LL.D.,
7. Professor Bertram Keightley, M.A.,
8. Professor Bhagavan Das, M.A.,
9. Professor Radha Kumud Mukerji, M.A., Ph.D., P.R.S.,
10. Professor P. Seshadri, M.A.,
11. Professor Shyama Charan De, M.A.,
12. Professor P. B. Adhikari, M.A.,
13. Professor Lakshmi Narayan, M.A.,
14. Professor P. K. Dutt, M.A., and
15. Professor M. B. Rane, M.A.

1. On the motion of the Hon'ble Pandit Madan Mohan Malaviya, seconded by Mahamahopadhyaya Dr. Ganga Nath Jha, it was unanimously resolved that the present staff of the Hindu University office do continue to work for the present.

2. On the motion of Rai Gyanendra Nath Chakravarti Bahadur, seconded by Professor Tej Bahadur Sapru, it was unanimously resolved that applications for the post of Librarian be invited by advertisement in leading newspapers in India in accordance with the terms, the Council may decide upon.

SUNDAR LAL,

*Vice-Chancellor.*



# MINUTES OF THE ADJOURNED MEETING OF THE COUNCIL.

No. 5.

7TH NOVEMBER, 1916.—4-15 P.M.

Present:

1. The Hon'ble Dr. Sundarlal, Rai Bahadur, B.A., LL.D., C.I.E.,  
*Vice-Chancellor, in the chair,*
2. Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A.,  
*Pro-Vice-Chancellor,*
3. Babu Bhagavan Das, M.A.,
4. Pandit Chheda Lal, B.A.,
5. The Hon'ble Pandit Gokaran Nath Misra, M.A., LL.B.,
6. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
7. The Hon'ble Dr. Tej Bahadur Sapru, M.A., LL.D.,
8. Pandit Baldev Ram Dave,
9. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B., and
10. Mahamahopadhyaya Dr. Ganga Nath Jha, M.A., D.Litt.

1. On the motion of Pandit Madan Mohan Malaviya, seconded by Rai Gyanendra Nath Chakravarti Bahadur, it was unanimously resolved to allot a sum of Rupees six lacs for the acquisition of the site and a sum of Rupees twelve lacs for the construction of the necessary buildings.

2. On the motion of Pandit Madan Mohan Malaviya, seconded by Rai Gyanendra Nath Chakravarti Bahadur, the following resolution was unanimously adopted:—

“It be resolved that, as the money is immediately required for the acquisition of land and the construction of the University buildings, and, as the market for the sale of Government Promissory Notes in which the funds of the University have been invested is at present unfavourable, the amount required should be raised by arranging

for an overdraft to the extent of six lacs from the Bank, on the security of the Government Promissory Notes held in safe custody by the Bank of Bengal, and that the Bank be asked to sanction the overdraft at as low a rate of interest as possible, and that the Council authorises the Vice-Chancellor to negotiate and conclude with the Bank the transaction on the best terms available."

3. On the motion of Pandit Madan Mohan Malaviya, seconded by Rai Gyanendra Nath Chakravarti Bahadur, it was resolved that the Committee for the collection of funds be asked to issue an appeal in the name of the Council of the University to subscribers of the University Fund to pay the amount promised by them and also to the general public to help the University with funds, to enable the Council to erect the necessary buildings of the University.

4. On the motion of Pandit Madan Mohan Malaviya, seconded by Dr. Ganganath Jha, it was unanimously resolved—

(a) that the pay of the Registrar be fixed at Rs. 500 per mensem.

(b) that the pay of the Librarian be fixed at Rs. 300 per mensem.

(c) that the pay of the Professor of English be fixed at Rs. 750-50-1,000 per mensem.

(d) that the pay of the second Professor of English be fixed at Rs. 300 per mensem rising to Rs. 500.

5. On the motion of Pandit Madan Mohan Malaviya, seconded by Pandit Baldev Ram Dave, the consideration of the other items of the Budget was postponed to the next meeting. It was further resolved to refer in the meantime the other items of the budget to the Finance Committee for consideration and report.

SUNDAR LAL,

Vice-Chancellor.

# MINUTES OF THE MEETING OF THE COUNCIL.

## No. 6.

THE 17TH DECEMBER, 1916.—11 A.M.

### Present :

1. The Hon'ble Pandit Sundarlal, Rai Bahadur, B.A., L.L.D.,  
C.I.E., *in the chair.*
2. Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A.,  
Pro-Vice-Chancellor,
3. Babu Bhagavan Das, M.A.,
4. Pandit Chhedalal, B.A.,
5. The Hon'ble Babu Motichand, C.I.E.,
6. Pandit Baldev Ram Dave,
7. Babu Nihal Chand, B.A.,
8. Rai Ganga Ram Bahadur, C. I. E., M. V. O.,
9. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B., *and*
10. Mahamahopadhyaya Pandit Ganganath Jha, M.A., D.Litt.

### 1. Read—

- (1) Minutes of the meeting of the Council held on  
the 6th November, 1916, at 1 P.M.;
- (2) Minutes of the adjourned meeting of the Council  
held on the 6th November, 1916, at 5 P.M.;
- (3) Minutes of the adjourned meeting of the Council  
held on the 7th November, 1916, at 7-30 A.M.;
- (4) Minutes of the adjourned meeting of the Council  
held on the 7th November, 1916, at 12-15 P.M. ;  
and
- (5) Minutes of the adjourned meeting of the Council  
held on the 7th November, 1916, at 4-15 P.M. :

On the motion of Rai Gyanendra Nath Chakravarti Bahadur, seconded by Pandit Baldev Ram Dave, it was unanimously resolved to confirm the minutes.

2. The Vice-Chancellor reported that, in accordance with Resolution 2 of the adjourned meeting of the Council held on the 7th November, 1916, at 4-15 P.M., he had arranged with the Bank of Bengal for an overdraft to the extent of rupees six lacs, at rupees five and annas eight per cent per annum, on the security of the Government Promissory Notes, held in safe custody by the Bank.

3. Read letter, dated 16th December, 1916 (with its enclosures), of the Convener of the Sub-committee appointed under Resolution 1 of the adjourned meeting of the Council held on the 7th November, 1916, at 12-15 P.M., to organise the collection of funds for the University: on the motion of Mahamahopadhyaya Dr. Ganganath Jha seconded by Babu Nihal Chand it was unanimously resolved:—

(a) That Babu Bhagavan Das, be requested to take, in consultation with the Hon'ble Pandit Madan Mohan Malaviya, such action as may be practicable, to raise funds for the University during the Christmas week in Lucknow, and

(b) That a further report be called for from the Committee as to the line on which work should be undertaken in future.

4. The Vice-Chancellor reported that the Finance Committee appointed under Resolution 2 of the adjourned meeting of the Council held on the 7th November, 1916, at 12-15 P.M., had not concluded its labours although the Committee had met twice to consider the question referred to it, and that the matter was not ripe for consideration of the Council. He further said that time had arrived for the removal of the University Office from Allahabad to Benares; and in that event, it would be necessary to appoint a steno-typist for his office at Allahabad. He therefore suggested that the provision in the budget for the establishment of the Vice-Chancellor's Office should be considered.

On the motion of Rai Gyanendra Nath Chakravarti

Bahadur seconded by Babu Nihal Chand it was unanimously resolved that provision in the tentative Budget for the Vice-Chancellor's Office establishment be sanctioned and the Vice-Chancellor be authorized to appoint a stenotypist for his office, on a salary of Rs. 100 rising to Rs. 150, per mensem.

5. (a) Read copy of the proceedings of the meeting of the Building Committee held on the 3rd December, 1916, together with its enclosures: on the motion of Rai Ganga Ram Bahadur seconded by Dr. Ganga Nath Jha it was unanimously resolved —

(i) That the resolutions arrived at by the Sub-Committee be approved, save as to resolution No. III.

(ii) That the triangular plot and the land covered by the Hardinge Road referred to in Resolution No. III of the Building Committee be not given up, but that the same be acquired by the University.

(b) Read letter of Rai Ganga Ram Bahadur dated the 26th November, 1916, expressing his inability to take up the entire responsibility of the post of the Chief Engineer, especially during the next six months owing to his appointment on the Public Works Commission. On being pressed by the meeting, Rai Ganga Ram Bahadur agreed to withdraw the letter and accepted his appointment as honorary Chief Engineer of the University.

(c) Read and recorded the letter of the Government of the United Provinces of Agra and Oudh, dated the 2nd December, 1916, and numbered as 3815 I. E., conveying the sanction of the Government under Article 762 of the Civil Service Regulations, to transfer the services of Babu Jwala Prasad, Executive Engineer, for a period of three years in connection with the construction of the buildings for the Benares Hindu University.

(d) On the motion of Rai Ganga Ram Bahadur seconded by Rai Gyanendra Nath Chakravarti Bahadur it was unanimously resolved that three shall form the quorum for the Building Committee.

6. (a) Read copies of the proceedings of the meetings



held on the 3rd December and the 16th December, 1916, of the Committee appointed under Resolution 7 of the adjourned meeting of the Council held on the 6th November, 1916, at 5 P.M., for the management of the landed properties owned by the University : On the motion of Dr. Ganga Nath Jha seconded by Babu Nihal Chand it was unanimously resolved to approve the resolutions arrived at by the Sub-Committee.

(b) Read letter, dated the 8th December, 1916, from Miss Arundale, referred to in Resolution IV of the meeting of the Building Committee held on the 16th December 1916. On the motion of Babu Bhagavan Das seconded by Rai Gyanendra Nath Chakravarti Bahadur, the following resolution was unanimously passed :—

“The Council regrets that it is not in a position to part with or transfer the land for building purposes ; but if the use of any portion of the land referred to in the letter is required for a playground, as Mrs. Annie Besant mentioned when she was present at one of the meetings of the College Committee, this Committee will be glad to permit such use of it free of any charge, till such time as the land is not required by the University for its own purposes when it is to be vacated by the Theosophical Society.

(c) Read letter, dated 3rd December, 1916, from Mr. Vikramajit Singh of Cawnpore and the correspondence connected therewith relating to a suggestion by His Holiness Sri Swami Atmanand Saraswati of a sale to him of village Gahiapa, Mahal Janki Bai, in the District of Cawnpore, belonging to the Hindu University Society :

On the motion of Rai Ganga Ram Bahadur seconded by the Hon'ble Babu Motichand it was unanimously

*Resolved* that Babu Vikramajit Singh be informed that, in the opinion of this Council, it was not desirable to sell the village in question.

(d) Read a letter, without date, from Mahant Anandgir of Mirzapur, asking for a lease of village, which the said Mahant had given in gift to the University, on Rupees 1,200 a year :

On the motion of Rai Gyanendra Nath Chakravarti Bahadur seconded by Pandit Baldev Ram Dave, it was resolved to refer the letter to the Committee in charge of the landed estates.

7. Read report of the Sub-Committee appointed under Resolution 6 (b) of the adjourned meeting of the Council held at 5 P.M., on the 6th November 1916 :

On the motion of Mahamahopadhyaya Dr. Ganganath Jha seconded by Rai Gyanendra Nath Chakravarti Bahadur, it was unanimously resolved that the report of the Sub-Committee be accepted and that the donor be asked to remodel his scheme on the lines suggested in the report of the Sub-Committee.

8. Read report of the Central Hindu College Magazine Sub-Committee dated the 21st November, 1916 :

On the motion of Mahamahopadhyaya Dr. Ganga Nath Jha seconded by Rai Gyanendra Nath Chakravarti Bahadur, it was unanimously resolved—

(a) that the publication of the Central Hindu College Magazine be continued and that Mr. Sri Prakash be requested to continue to act as its editor up to the end of June, 1917, and

(b) that the Magazine Sub-Committee be requested to prepare in the meantime a definite scheme for the improvement of the Magazine. The Council will be prepared to consider a scheme which will not involve to start with a deficit exceeding Rs. 5,000 a year.

9. On the motion of Rai Ganga Ram Bahadur seconded by Rai Gyanendra Nath Chakravarti Bahadur, the following bills were passed subject to any scrutiny by the auditor, and it was resolved that Mr. Guru Prasad Dhawan be requested to scrutinize all bills before they are laid before the meeting :—

*Details of Bills received for payment from the 1st November  
1916 to the 15th December, 1916.*

Serial No.	Particulars of bills.	Amount.	
	<b>Hindu University Office.</b>	Rs. a. p.	Rs. a. p.
79	Salary bill of Babu Beni Madho Mehrotra for the month of October, 1916.	150 0 0	
80	Salary bill of Office Staff and Bungalow rents for the month of October, 1916.	212 11 3	
81	Printing charges bill No. 4315 ...	480 10 0	
82	Lucknow District Committee Establishment bills for July, August and September, 1916.	30 0 0	
83	Salary bill of Babu Beni Madho Mehrotra for the month of November, 1916.	150 0 0	
84	Salary bill of Office Staff and Bungalow rent for November, 1916.	211 6 3	
85	Contingent bill for November, 1916.	151 13 9	1,386 9 3
	<b>Land Acquisition.</b>		
	Collector of Benares, Land Acquisition Account.	3,10,000 0 0	3,10,000 0 0
	<b>C. H. College, Boarding House and Library.</b>		
137	College salary bill for October 1916.	3,542 6 0	
138	College salary bill No. 63 ...	42 0 0	
139	Hot weather charges bill No. 78	6 13 0	
140	Ditto ditto No. 76	70 2 6	
141	Chemical bill No. 64 ...	136 11 0	
142	Fees refund bill No. 60 ...	26 8 0	
143	Salary bill of Prof. Nehal Karan Sethi for September 1916.	58 1 3	
144	Printing bill No. 72 ...	2 15 0	
	Chemical bill No. 72 ...	5 10 0	
	Physical bill No. 72 ...	2 11 0	
145	Famine allowance bill for July, and August No. 65.	14 0 0	
146	House rent bill No. 82 (Professor's).	115 0 0	
147	Scholarship bill No. 67 ...	122 12 0	
148	Scholarship bill No. 79 ...	122 12 0	
149	Ditto No. 83 ...	122 12 0	

Serial No.	Particulars.	Amount.		
		Rs.	a.	p.
150	Chemical bill No. 84 ...	3	2	0
151	Furniture repair bill No. 77 ...	5	12	0
152	Library Salary bill for October 1916.	50	9	6
153	Library Books and Periodicals bill No. 68.	4	5	0
154	Library Books and Periodicals bill No. 87.	40	0	0
155	Library Ditto bill No. 73 ..	32	14	0
156	" Ditto bill No. 61 ...	12	1	0
157	" Ditto bill No. 62 ...	12	13	0
158	Famine allowance bill No. 66 ...	3	0	0
159	Contingency bill No. 69 ...	9	2	0
160	Boarding House salary bill No. 86	171	0	0
161	Ditto Contingency bill No. 85 ...	22	5	0
162	Rent bill No. 545 ...	20	0	0
163	Ditto No. 544 ...	34	0	0
164	Boarding House Repair bill No. 531.	102	0	6
165	Boarding House Repair bill No. 534.	122	13	6
166	Boarding House Repair bill No. 537.	55	1	3
167	Boarding House Repair bill No. 535.	85	8	0
168	Boarding House Repair bill No. 536.	177	5	3
169	College salary bill for November 1916.	3,695	1	6
170	Library salary bill for November 1916.	52	1	6
171	Professor's house rent bill No 109.	115	0	0
172	Scholarship bill No. 108 ...	122	12	0
173	Physics bill No. 112 ...	113	1	0
174	Furniture Repair bill No. 113 ...	6	8	6
175	Chemical bill No. 116 ...	195	4	0
176	Recoupment bill No. 95 ...	176	9	3
177	Boarding House salary bill No. 110.	202	2	9
178	Library Books and Periodicals bill No. 111.	29	11	0
179	Library Books and Periodicals bill No. 94.	130	0	0
180	Library Books and Periodicals bill No 115.	6	3	0
181	Library Contingency bill No. 114	3	12	9
182	C. H. C salary bill No. 560 ...	2	0	0
183	Rent bill No. ...	34	0	0

Serial No.	Particulars.	Amount.			Rs. a. p.
		Rs.	a.	p.	
184	Rent bill No. 567 ...	20	0	0	
185	Boarding House bill No. 96 ...	18	12	0	
186	Furniture bill No. 100 ...	50	0	0	
187	Biology bill No. 105 ...	207	10	0	
188	Ditto No. 104 ...	61	8	0	
189	Athletics bill No. 97 ...	500	0	0	
190	Mr. P. Seshadri's T. A. bill No. 91	187	0	0	
191	Repair bill No. 90 (In part) ...	4	9	9	
192	Boarding House Printing bill No. 89.	37	15	0	
193	Furniture Repair bill No. 88 ...	30	0	0	
194	Library Books and Periodicals bill No. 98.	46	7	0	
195	Library Books and Periodicals bill No. 99.	55	3	0	
196	Library Books and Periodicals bill No. 101.	49	0	0	
197	Library Books and Periodicals bill No. 92.	33	2	0	
198	Library Contingency bill No. 93	5	14	0	11,646 1 9
<b>C. H. C. School Expenditure.</b>					
61	School Salary bill for October 1916.	2,025	6	5	
	House allowance bill for October 1916.	6	4	0	
62	Scholarship bill for July, August and September 1916, bill No. 17	94	2	0	
63	Hot weather charges bill No. 18 ...	106	5	9	
64	Salary bill for November 1916 ...	2,079	2	5	
65	Hot weather charges bill No. 29 ...	87	7	0	
66	Miscellaneous charges bill No. 30	3	8	0	
67	Ditto bill No. 46 ...	7	12	0	
68	Building Repair bill No. 32 ...	1	7	9	
69	Ditto bill No. 35 ...	19	4	3	
70	Ditto bill No. 49 ...	32	8	9	
71	Ditto bill No. 48 ...	135	8	6	
72	New furniture bill No. 34 ...	102	8	0	
73	Ditto bill No. 52 ...	183	4	0	
74	Furniture Repair bill No. 50 ...	69	11	9	
75	Ditto bill No. 33 ...	11	4	0	
76	Ditto bill No. 47 ...	19	1	0	
77	Scholarship bill No. 54 ...	31	6	0	
78	Ditto bill No. 33 ...	31	6	0	
79	Maps and Globes bill No. 43 ...	10	3	0	
80	Chemical apparatus bill No. 45 ...	4	15	0	
81	Books and Magazines bill No. 36	47	5	0	



Serial No.	Particulars.	Amount.		
		Rs.	a. p.	Rs. a. p.
82	Books and Magazine bill No. 44 ...	19	4 0	
83	Stationery and Printing bill No. 41	6	13 6	
84	Ditto ditto No. 40	8	6 9	
85	Ditto ditto No. 39	9	12 0	
86	Stationery and Printing bill No. 37.	21	12 0	
87	Stationery and Printing bill No. 53.	25	12 0	
88	Recoupment bill No. 51 ...	59	8 3	
89	Recoupment bill No. 42 ...	76	6 3	5,337 7 4
<b>R. S. Pathshala Expenditure.</b>				
20	Salary bill for October 1916, bills No. 542 and 543.	494	11 0	
21	Boarding House expense bill No. 533.	122	10 0	
22	Contingency bill No. 532 ...	10	0 0	
23	Salary bills Nos. 568 and 569 ...	494	11 0	
24	Scholarship bill No. 572 ...	13	8 0	
25	Boarding House expense bill for November 1916, No. 575.	124	7 0	1,259 15 0
<b>C. H. C. Managing Committee Office Expenditure.</b>				
24	Salary bill for October 1916 as per bills Nos. 540 and 541.	159	13 6	
25	Stable expense bill No. 546 ...	43	1 0	
26	Salary of stable staff for August 1916.	36	0 0	
27	Stable expenses bill No. 548 ...	40	15 3	
28	Salary of stable staff for September 1916.	36	0 0	
29	Stable expenses bill No. 550 ...	43	5 0	
30	Salary of stable staff for October 1916.	36	0 0	
31	Office salary bill for November 1916, Nos. 570 and 571.	160	5 6	
32	Stable expenses bill No. 561 ...	41	4 3	
33	Salary of stable staff for November 1916, No. 562.	36	0 0	
34	Recoupment bill ...	690	6 0	1,323 2 6

Serial No.	Particulars.	Amount.			Rs. a. p.
		Rs.	a.	p.	
	<b>P. W. Department Expenditure.</b>				
35	Building Staff Salary for October 1916, bill No. 552.	138	0	0	
36	Salary bill of Babu Kanti Bhusan	20	0	0	
37	Staff Salary for November 1916, bill No. 565.	138	0	0	296 0 0
	<b>C. H. C. Magazine Expenditure.</b>				
38	Magazine postage bill No. 538 ...	72	7	3	
39	Ditto Contingency expenses bill No. 538.	5	14	6	
40	Magazine Printing bill No. 539 ...	110	0	0	
41	Ditto Salary bill No. 554 for October, 1916.	62	2	4	
42	Magazine Editor's allowance for October 1916, bill No. 555.	50	0	0	
43	Magazine Editor's allowance for November 1916, bill No. 564.	50	0	0	
44	Magazine Salary bill for November, bill No. 563.	60	0	0	
45	Magazine Printing bill No. 573 ...	99	0	0	
46	Ditto Recoupment bill No. 558	66	3	9	
47	Ditto Paper bill No. 475 ...	749	12	0	
48	Ditto ditto bill No. 557 ...	8	0	0	1,333 7 10

10. Read letter, dated 29th July 1916, together with its enclosures, from Pandit Manohar Lal of Kashmir :

On the motion of Rai Ganga Ram Bahadur seconded by Rai Gyanendra Nath Chakravarti Bahadur, it was unanimously resolved that Mr. Guru Prasad Dhawan be asked to put up all the correspondence relating to the subject, and the consideration of the matter be adjourned till then.

11. Read letter, dated 5th December 1916, and the correspondence referred to therein :

On the motion of Pandit Baldev Ram Dave, seconded by Rai Gyanendra Nath Chakravarti Bahadur, it was resolved that Mr. Guru Prasad Dhawan be authorized to

take the necessary action in the matter and to sign Vakalatnama and other necessary papers on behalf of the University.

12. Read letter, dated 8th December, 1916, from Messrs. Baij Nath Juggi Nath of Cawnpore, to the effect that the name of Lala Kamlapat be substituted in place of Lala Juggi Lal as a registered donor, as the amount of donation was subscribed by the firm of which Lala Kanhaiya Lal was the proprietor.

On the motion of the Rai Gyanendra Nath Chakravarti Bahadur, seconded by Pandit Baldev Ram Dave, it was resolved unanimously that the name of Lala Kamlapat be substituted in place of Lala Juggi Lal, as No. 203, in the list of registered donors, and that the list be corrected accordingly.

13. Read letter, dated 6th December 1916, from Mr. P. Krishna Menon of Ponani, S. Malabar. Madras Presidency, in reply to the communication sent to him with reference to Resolution No. 4 (a) of the adjourned meeting of the Council held on the 6th November 1916, at 5 P.M.:

On the motion of Babu Nihal Chand, seconded by Pandit Baldev Ram Dave, it was unanimously resolved to sanction the payment of the amount due from him by instalments of Rs. 25 a month, with effect from 1st January 1917.

14. Read letter, dated 3rd December, 1916, from Babu Brahmananda Sinha, asking for three months' extension of leave:

On the motion of Rai Gyanendra Nath Chakravarti Bahadur, seconded by Mahamahopadhyaya Dr. Ganganatha Jha, it was unanimously resolved to extend the leave applied for on half-pay.

15. The Budget estimate of the Ranavir Pathshala was laid before the meeting and sanctioned, on the motion of Babu Bhagavan Das, seconded by Rai Gyanendra Nath Chakravarti Bahadur.

SUNDARLAL,  
Vice-Chancellor.

# MINUTES OF THE MEETINGS OF THE FACULTY OF ARTS.

## No. 2.

17TH FEBRUARY, 1917.—11 A.M.

### Present :

1. The Hon'ble Sir Sundarlal, Rai Bahadur, Kt., B.A., LL.D.,  
C.I.E., *Vice-Chancellor, in the Chair,*
2. Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A.,  
*Pro-Vice-Chancellor,*
3. Professor Bertram Keightley, M.A.,
4. Professor Bhagavan Das, M.A.,
5. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.,
6. Mahamahopadhyaya Pandit Haraprasad Shastri, M.A.,  
C.I.E., F.A.S.B.,
7. Mahamahopadhyaya Dr. Ganganatha Jha, M.A., D.Litt.,
8. Pandit Manoharlal Zutshi, M.A.,
9. Professor Radha Kumud Mukarji, M.A., Ph.D., P.R.S.,
10. Professor Pundi Seshadri, M.A.,
11. Professor Phani Bhushan Adhikari, M.A.,
12. Professor Syama Charan De, M.A.,
13. Professor Lakshmi Narayan, M.A.,
14. Professor Satyavrata Bhattacharya, M.A., and
15. Professor Sri Prakash, B.A. (Cantab), Bar-at-law.

1. On the Faculty being assembled Rai Gyanendra Nath Chakravarti Bahadur stated that he had much pleasure to propose that the Faculty do place on record its gratitude to His Majesty the King for bestowing a Knighthood on the Vice-Chancellor of the University and to congratulate the Vice-Chancellor on the honour conferred. The motion was

passed unanimously, and the Vice-Chancellor thanked the members present for their kind congratulations.

2. On the motion of Professor Bertram Keightley, seconded by Rai Gyanendra Nath Chakravarti Bahadur, the minutes of the meeting of the Faculty held on the 7th November, 1916, were confirmed.

3. On the motion of Mahamahopadhyaya Dr. Ganganatha Jha, \*seconded by Professor P. Seshadri, it was unanimously resolved to limit the number of co-opted members to be elected then to fifteen, as it was desired to leave room for co-opting more members when the University Staff was appointed.

4. Rai Gyanendra Nath Chakravarti Bahadur proposed the names of the following gentlemen for co-optation as members of the Faculty :—

1. Pandit Vinayak Manekar, Head Pandit, Jai Narain's Collegiate School, Benares.
2. Babu Sitaram, B.A., Assistant Inspector of Schools, Benares.
3. Kaviraj Gopinath, Saraswati Bhawan, Benares.
4. Babu Bireshwar Banerji, M.A., Professor, Central Hindu College, Benares.
5. Vinayak Nand Shankar Mehta, Esq., B.A., I.C.S., Joint Magistrate, Mirzapur.
6. Dr. Ganesh ragsad, M.A., D.Sc., Professor, College of Science, Calcutta.
7. Dahyabhai Pitambardas Derasari, Esq., Bar-at-Law, Ahmedabad.
8. Babu Raghubir Prasad Varma, M.A., Executive Engineer, Durga Kund, Benares.
9. Tukaram Krishna Laddu, Esq., B.A. (Cantab), Ph.D., Professor, Queen's College, Benares.
10. Babu Bijoy Kumar Sarkar, B.A. (Harvard), Professor, Central Hindu College, Benares.

Pandit Manoharlal Zutshi proposed the names of the following gentlemen for co-optation as members of the Faculty :—

1. Munshi Ganeshi Lal, B.A. (Alld.), and M.F. (Punjab), Professor of Arabic and Persian, Kayestha Pathshala, Allahabad.
2. Pandit Hirdaya Nath Kunzru, B.A., 2, Bank Road, Allahabad.



3. Pandit Iqbal Narain Gurtu, M.A., LL.B., Shanti Kunj, Benares.
4. Pandit Brij Narain Chakbast, B.A., LL.B., Golaganj, Lucknow.

Professor P. Seshadri proposed the names of the following gentlemen for co-option as members of the Faculty :—

1. Mr. Ramarayaningar, M.A., of Kalahasti (Dt. North Arcot), Madras Presidency.
2. Mahamahopadhyaya Pandit Swaminath Iyer, of Presidency College, Madras.

Mahamahopadhyaya Pandit Haraprasad Shastri proposed the name of.—

Pandit Guru Prasanna Bhattacharya, M.A., Vedant-Shastri, Central Hindu College, Benares,

for co-option as a member of the Faculty.

Professor P. B. Adhikari proposed the name of—

Babu Nilkamal Bhattacharya, M.A., of the Central Hindu College, Benares,

for co-option as a member of the Faculty.

Professor Bhagavan Das proposed the names of—

1. Pandit Ram Narain Misra, B.A., Head Master, Harish Chandra High School, Benares.
2. Babu Shyam Sundar Das, B.A., Head Master, Kali Charan High School, Lucknow.

for co-option as members of the Faculty.

Mahamahopadhyaya Dr. Ganganatha Jha stated that the Board of Studies in Gujarati and Marathi and in Tamil and Telugu have not yet been constituted, as there was at present no member of the Faculty who could be assigned to these Boards. He proposed the election, in the first instance, of members who could be assigned to serve on these Boards.

The motion was seconded by Professor P. Seshadri. The following gentlemen were then unanimously co-opted members of the Faculty :—

1. Vinayak Nand Shankar Mehta, Esq., B.A., I.C.S., Mirzapur,
2. Tukaram Krishna Laddu, Esq., B.A. (Cantab), Ph.D., Queen's College, Benares,
3. Mr. Ramarayaningar, M.A., of Kalahasti (Madras),
4. Mahamahopadhyaya Pandit Swaminath Iyer, of Presidency College, Madras.

Votes were then taken for the election of the remaining eleven members for co-option. The result of the ballot was as follows :—

	No. of Votes.
Dr. Ganesh Prasad, M.A., D.Sc. ...	14
Babu Bireshwar Banerji, M.A. ...	11
Babu Bejoy Kumar Sarkar, A.B. (Harvard). ...	11
Pandit Ram Narain Misra, B.A., ...	11
Dahyabhai Pitambardas Derasari, Esq. ...	9
Kaviraj Gopinath. ...	9
Pandit Brij Narayan Chakbast B.A., LL.B. ...	9
Munshi Ganeshi Lal, B.A. (Alld.), M.F. (Punjab). ...	8
Babu Nilkamal Bhattacharya, M.A. ...	8
Pandit Iqbal Naryan Gurtu, M.A. LL.B. ...	7
Babu Raghbir Prasad Varma, M.A., C.E. ...	7
Pandit Guru Prasanna Bhattacharya, M.A. ...	7
Babu Sita Ram, B.A. ...	6
Pandit Hirdaya Nath Kunzru, B.A. ...	5
Pandit Vinayak Manekar. ...	3
Babu Shyam Sundar Das, B.A. ...	2

There being a tie between

Pandit Iqbal Narayan Gurtu,

Babu Raghbir Prasad Varma, and

Pandit Guru Prasanna Bhattacharya,

votes were again taken which resulted as follows :—

Pandit Guru Prasanna Bhattacharya, M.A. ...	8
Babu Raghbar Prasad Varma, M.A. ...	8
Pandit Iqbal Narayan Gurtu, M.A. ...	6

The gentlemen named below were then duly declared elected as co-opted members :—

Dr. Ganesh Prasad, M.A., D.Sc.

Babu Bireshwar Banerji, M.A.

Babu Bejoy Kumar Sarkar, A.B. (Harvard).

Pandit Ram Narayan Misra, B.A.

Dahyabhai Pitambardas Derasari, Esq.

Kaviraj Gopinath.

Pandit Brij Narain Chakbast, B.A., LL.B.

Munshi Ganeshi Lal, B.A. (Alld.), M.F. (Punjab)

Pandit Nilkamal Bhattacharya, M.A.

Babu Raghbir Prasad Varma, M.A., C.E.

Pandit Guru Parasanna Bhattacharya, M.A.

11. On the motion of Professor Bertram Keightley, seconded by Professor Satyavrata Bhattacharya, the following gentlemen were unanimously assigned to the Boards of Studies for the subjects mentioned, and the Conveners of the said Boards were appointed as noted below :—

*Gujarati and Marathi :*

Vinayak Nand Shankar Mehta, Esq., B.A., I.C.S.

Dahyabhai Pitambardas Derasari, Esq., Bar-at-Law.

Tukaran Krishna Laddu, Esq., B.A. (Cantab), Ph.D.

*Convener* :—Tukaram Krishna Laddu, Esq., B.A. (Cantab), Ph.D.

*Tamil and Telugu :*

Mr. Ramarayaningar, M.A.

Mahamahopadhyaya Pandit Swaminath Iyer.

Pundi Seshadri, Esq., M.A.

*Convener* :—Pundi Seshadri, Esq., M.A.

*Urdu :*

Pandit Brij Narain Chakbast, B.A., LL.B.

*Arabic and Persian :*

Munshi Ganeshi Lal, B.A., M. F.

*Economics :*

Babu Bejoy Kumar Sarkar, A. B. (Harvard).

*Mathematics :*

Dr. Ganesh Prasad, M.A., D.Sc.

Babu Raghubir Prasad Varma, M.A., C.E.

*History :*

Pandit Guru Prasanna Bhattacharya, M.A.

SUNDARLAL,  
Vice-Chancellor  
and Dean of the Faculty.

# MINUTES OF THE MEETING OF THE FACULTY OF SCIENCE.

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## No. 2.

17TH FEBRUARY, 1917.—1 P.M.

### Present:

1. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.,  
*Dean of the Faculty, in the Chair,*
2. Professor Syama Charan De, M.A.,
3. „ Bertram Keightley, M.A.,
4. „ Prafulla Kumar Dutt, M.A.,
5. „ Madhava Rao Balaji Rane, M.A.,
6. „ Lakshmi Narayan, M.A.,
7. „ Nagendra Chandra Nag, M.A.,
8. „ Abhay Charan Sanyal, M.A., and
9. „ Hari Chand Ahuja, B.Sc.

1. The Faculty of Science offers its cordial congratulations to the Vice-Chancellor upon the honour of Knight-hood conferred upon him by His Gracious Majesty the King-Emperor.

2. The minutes of the last meeting held on the 7th November, 1916, were confirmed.

3. The courses of study in Chemistry were put up at the meeting, and there was some preliminary discussion regarding them, particularly as to the principles which should regulate them; but as the members had had no time for studying them, it was resolved that they should be referred

back to the Board for revision (if necessary) in the light of the remarks made by several members, and considered at the next meeting of the Faculty before which the courses should be sent to all the members.

4. The courses in Physics, Mathematics and Biology were put up, and it was resolved that they should all be printed and circulated and then considered at the next meeting of the Faculty.

5. The Vice-Chancellor be requested to inform the Conveners of the different Boards of Studies, as early as practicable, of the dates for holding the meetings of the Senate and the Syndicate, so that meetings of the Boards could be convened at approximately the same dates, in order to secure the presence of outside members at the meetings.

G. N. CHAKRAVARTI,  
*Dean of the Faculty.*



# MINUTES OF THE MEETING OF THE FACULTY OF ORIENTAL LEARNING.

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No. 2.

17TH FEBRUARY, 1917.—1 P.M.

Present:

Mahamahopadhyaya Dr. Ganganatha Jha, M.A., D.Litt., *Dean of the Faculty, in the Chair*,  
Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A., *Pro-Vice-Chancellor*,  
Mahamahopadhyaya Pandit Yadaveshwar Tarkaratna,  
Mahamahopadhyaya Pandit Haraprasad Shastri, M.A., C.I.E., F.A.S.B.,  
Pandit Ramavatar Sharma, Sahityacharya, M.A.,  
Pandit Amba Das Shastri,  
Professor Bhagavan Das, M.A.,  
Pandit Hathibhai Harishankar Shastri,  
Pandit Prabhudutt Shastri,  
Pandit Jayadeva Misra,  
Pandit Nityanand Parvatiya Vyakaranacharya,  
Kaviraj Umacharan Bhattacharya, and  
Pandit Ram Yatna Ojha.

1. On the motion of Mahamahopodhyaya Dr. Ganganatha Jha, the Dean of the Faculty, seconded by Pandit Ramavatar Sharma, it was unanimously resolved that this Faculty do place on record its sense of gratification at the Knighthood bestowed upon the Vice-Chancellor, and thank the Government for conferring the honour.

2. On the motion of Professor Bhagavan Das, seconded by Pandit Ramavatar Sharma, it was unanimously

resolved to confirm the minutes of the last meeting held on the 7th November, 1916.

3. On the motion of Kaviraj Umacharan Bhattacharya, seconded by Pandit Prabhudutt Shastri, it was resolved that, in the event of the Senate assigning five additional members to this Faculty, the following gentlemen be co-opted as members of the Faculty, under Regulation 12 of Chapter III of the Regulations, and be appointed members of the Boards of Studies noted against their names:—

Mahamahopadhyaya Kaviraj Gananath Sen,				
Beadon Street, Calcutta	...	...	...	Vaidyaka.
Pandit Tryambak Shastri Vaidya, Durga Ghat,				
Benares	...	...	...	"
Pandit Arjun Misra, Mohalla Bhikharidas,				
Benares	...	...	...	"
Pandit Vama Charan Acharya, Sanskrit College,				
Benares	...	...	...	Sankhya-Yoga.
Pandit Muralidhar Jha, Sanskrit College,				
Benares	...	...	...	Jyotisha.

4. Read letter, dated the 30th January, 1917, from Mahamahopadhyaya Pandit Lakshman Shastri Dravida, M.A., of Calcutta:

On the motion of Pandit Ramavatar Sharma, seconded by Mahamahopadhyaya Pandit Adityaram Bhattacharya, it was resolved that, in view of Pandit Lakshman Shastri's inability to be present at the meetings, Pandit Prabhudutt Shastri be appointed Convener of the Board of Studies in Veda-Shrauta, and that Mahamahopadhyaya Pandit Lakshman Shastri Dravida be retained on the Faculty for the present.

5. Read letters, dated 5th February, 1917, and 6th February, 1917, from Pandit T. A. P. Shri Rangachariar and Mahamahopadhyaya Pandit Subrahmanya Shastri respectively, expressing their inability to attend meetings owing to their infirmity due to old age and illness:

On the motion of Pandit Ramavatar Sharma, seconded by Mahamahopadhyaya Pandit Adityaram Bhattacharya,

it was resolved that these gentlemen be retained on the Faculty for the present.

6. Mahamahopadhyaya Pandit Adityaram Bhattacharya here read his note (Appendix A), explaining the necessity of paying greater attention, firstly, to the older branches of literature and, secondly, to the study of Vedic literature: On the motion of Mahamahopadhyaya Pandit Adityaram Bhattacharya, seconded by Pandit Hathi-bhai Hari Shankar Shastri, it was unanimously resolved to adopt the principles enunciated above.

7. The courses of study proposed by Mahamahopadhyaya Dr. Ganganatha Jha were placed before the meeting: On the motion of Pandit Ramavatar Sharma, seconded by Pandit Jayadev Misra, it was resolved that the courses be considered by each Board of Studies and the recommendations of the several Boards be considered at the next meeting of the Faculty.

8. Proposed by Mahamahopadhyaya Pandit Adityaram Bhattacharya, seconded by Pandit Ramavatar Sharma, and resolved that the Hindi translation of the chapters of the regulations bearing on this Faculty be supplied to the members (especially those who do not know English) and the Boards be requested to submit their recommendations within fifteen days of receiving the translation of the Regulations.

9. On the motion of Professor Bhagavan Das, seconded by Pandit Ramavatar Sharma, it was resolved that, as "*Purana* and *Itihasa*" do not form a subject of study in the Faculty, the Board of Studies in these subjects appointed at the last meeting held on the 7th November, 1916 (printed at page 60 of the minutes of the last meeting), be dissolved.

10. On the motion of Mahamahopadhyaya Pandit Adityaram Bhattacharya, seconded by Pandit Ramavatar Sharma, it was unanimously resolved that Mahamahopadhyaya Pandit Haraprasad Shastri be added to the Board of Studies in Vyakarana.

GANGANATHA JHA,  
Dean of the Faculty.

## APPENDIX A.

*A Note prepared by Mahamahopadhyaya Pandit Aditya-  
ram Bhattacharya, M.A., as to the line on which  
Sanskrit Studies should take their course in the Benares  
Hindu University.*

Let not the new University be a mere copy of the existing Indian Universities as regards its courses of studies in Sanskrit.

The products hitherto manufactured by the Indian Universities on their Sanskrit side, barring a few exceptions, have been found not to excel in depth and one-pointedness of the old class of Pandits, nor in the critical and intelligent scholarship which characterises Western orientalists.

The character of the University system results in पल्लव ग्रहित्व (smattering of many things) and shallowness.

The Sanskrit courses in the Hindu University should be so fixed as to avoid what the experience of the past half-century has proved to be defective.

The purely Sanskrit side of the Faculty of Oriental Learning and Theology should be carefully watched so that the tendency to cram may not grow here as it has done (if the views of some eminent professors be accepted) in the products of the "Title" Examinations in some parts of India.

There is another important point to be considered. Too much time and attention have been devoted hitherto by Indian Pandits to the attainment of proficiency and mastery in medieval Sanskrit Literature, to the utter neglect of Vedic studies. The culture of the present-day Pandits is derived more from the latter-day literature than from ancient literature.

The present-day language and style of the productions of the learned Pandits bear marks of artificiality and complicated structure—richness in words, but poverty of originality. Vyakarana Sastra and Nyaya Sastra have attained developments which serve more the purposes of wrangling in Sabhas than of correct and ready use in the expression of ideas and logical reasoning.

It is no exaggeration to say that the language of the Vedas is "Greek" to our Pandits. Even the mere chanting of the hymns without understanding the sense is learnt by a very few, and their number is also dwindling. And we now have the spectacle of Brahman graduates being sent to Europe as Government scholarship-holders to finish their Sanskrit education by the study of Vedic Literature in English Universities !

Therefore, it is very desirable that the intelligent study of the Vedas be revived under the direction of the Faculties of Oriental Learning, Theology and Arts.



# MINUTES OF THE MEETING OF THE FACULTY OF THEOLOGY.

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No. 2.

17TH FEBRUARY, 1917.—3 P.M.

Present :

Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A.,  
*Dean of the Faculty, in the Chair,*  
Mahamahopadhyaya Pandit Yadaveshwar Tarkaratna,  
Pandit Amba Das Shastri,  
Mahamahopadhyaya Dr. Ganganatha Jha, M.A., D.Litt.,  
Professor Bhagavan Das, M.A., and  
Pandit Prabhudutt Shastri.

1. On the motion of Professor Bhagavan Das, seconded by Mahamahopadhyaya Dr. Ganganatha Jha, it was unanimously resolved to confirm the minutes of the last meeting held on the 7th November, 1916.

2. Mahamahopadhyaya Pandit Adityaram Bhattacharya read his note (Appendix A), explaining the necessity of paying greater attention, firstly, to the older branches of literature and, secondly, to the study of Vedic literature. On the motion of Pandit Prabhudutt Shastri, seconded by Pandit Yadaveshwar Tarkaratna, it was unanimously resolved to adopt the principles as enunciated above while fixing courses of study in this Faculty.

3. On the motion of Professor Bhagavan Das, seconded by Pandit Prabhudutt Shastri, it was resolved that the Hindi translation of the chapters of the Regulations bearing on this Faculty be supplied to the members (especially those who do not know English) and the Boards be

requested to submit their recommendations within fifteen days of receiving the translation of the Regulations.

4. The courses of study proposed by Mahamahopadhyaya Dr. Ganganatha Jha were placed before the meeting: On the motion of Professor Bhagavan Das, seconded by Mahamahopadhyaya Dr. Ganganatha Jha, it was resolved that the courses be considered by each Board of Studies and the recommendations of the several Boards be considered at the next meeting of the Faculty.

5. Pandit Prabhudutt Shastri proposed that a Brahmacharya Ashram be opened for preparing students under this Faculty.

On the motion of Mahamahopadhyaya Dr. Ganganatha Jha, seconded by Professor Bhagavan Das, it was resolved that the consideration of this proposal be postponed.

6. On the motion of Mahamahopadhyaya Dr. Ganganatha Jha, seconded by Pandit Amba Das Shastri, it was resolved that, in the event of the Senate increasing the number of members assigned to this Faculty, the following gentlemen be co-opted and made members of the Board of Studies in subjects noted against their names:—

Pandit Murlidhar Jha	...	...	Jyotish.
Pandit Ram Yatna Ojha	...	...	"
Pandit Nityanand Pant	...	...	Dharmashastra.
Pandit Annada Charan Tarkachudamani	...	...	Mimansa.

7. Mahamahopadhyaya Pandit Haraprasad Shastri was unanimously assigned to the Board of Studies in *Purâna and Itihâsa*.

8. Professor Bhagavan Das was unanimously appointed a member of the Board of Studies in *Purâna and Itihâsa*.

9. Pandit Yadaveshwar Tarkaratna was unanimously appointed a member of the Board of Studies in *Dharma-shastra*.

ADITYARAM BHATTACHARYA,  
Dean of the Faculty.

## APPENDIX A.

---

*A Note prepared by Mahamahopadhyaya Pandit Aditya-ram Bhattacharya, M.A., as to the line on which Sanskrit Studies should take their course in the Benares Hindu University.*

Let not the new University be a mere copy of the existing Indian Universities as regards its courses of studies in Sanskrit.

The products hitherto manufactured by the Indian Universities on their Sanskrit side, barring a few exceptions, have been found not to excel in depth and one-pointedness of the old class of Pandits, nor in the critical and intelligent scholarship which characterises Western orientalists.

The character of the University system results in the *पल्लव ग्रहित्व* (smattering of many things) and shallowness.

The Sanskrit courses in the Hindu University should be so fixed as to avoid what the experience of the past half-century has proved to be defective.

The purely Sanskrit side of the Faculty of Oriental Learning and Theology should be carefully watched so that the tendency to cram may not grow here as it has done (if the views of some eminent professors be accepted) in the products of the "Title" Examinations in certain parts of India.

There is another important point to be considered. Too much time and attention have been devoted hitherto by Indian Pandits to the attainment of proficiency and mastery in medieval Sanskrit Literature, to the utter neglect of Vedic studies. The culture of the present-day Pandits is derived more from the latter-day literature than from ancient literature.

The present-day language and style of the productions of the learned Pandits bear marks of artificiality and complicated structure—richness in words, but poverty of originality. Vyakarana Sastra and Nyaya Sastra have attained developments which serve more the purposes of wrangling in Sabhas than of correct and ready use in the expression of ideas and logical reasoning.

It is no exaggeration to say that the language of the Vedas is “Greek” to our Pandits. Even the mere chanting of the hymns without understanding the sense is learnt by a very few, and their number is also dwindling. And we now have the spectacle of Brahman graduates being sent to Europe as Government scholarship-holders to finish their Sanskrit education by the study of Vedic Literature in English Universities!

Therefore it is very desirable that the intelligent study of the Vedas be revived under the direction of the Faculties of Oriental Learning, Theology and Arts.

# MINUTES OF THE MEETING OF THE SYNDICATE.

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## No. 2.

17TH FEBRUARY, 1917.—5 P.M.

### Present :

The Hon'ble Sir Sundarlal, Rai Bahadur, Kt., C.I.E., B.A., LL.D.,  
*Vice-Chancellor, in the Chair,*

Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A.,  
*Pro-Vice-Chancellor,*

The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,

Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.,

Mahamahopadhyaya Dr. Ganganath Jha, M.A., D.Litt.,

Babu Bhagavan Das, M.A.,

Professor Bertram Keightley, M.A.,

Professor Radha Kumud Mukarji, M.A., Ph.D., P.R.S.,

Professor Pundi Seshadri, M.A.,

Professor Syama Charan De, M.A.,

Professor Phani Bhusan Adhikari, M.A.,

Professor Lakshmi Narayan, M.A.,

Professor Prafulla Kumar Dutt, M.A., and

Professor Madhava Rao Balaji Rane, M.A.

1. The minutes of the last meeting of the Syndicate held on the 7th November, 1916, were confirmed.

2. Under Statute 27, sub-section I, clause (vi), of the Statutes—

Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B., and  
The Hon'ble Mr. V. S. Srinivas Shastri, B.A.,

were elected to represent the Syndicate on the Board of Appointments.



3. Resolved that the subject of the thesis for the Buch Metaphysics Prize for 1918 be—

“The historical order of the four Systems of Hindu philosophy—Vaisheshika, Nyaya, Sankhya, and Vedant, as proved by their internal evidence,”

and that the amount of the prize this year be Rs. 500.

4. Resolved that the memorandum, dated November 19, 1915, by Professor Higginbottom, M.A., B.Sc., of Ewing Christian College, Allahabad, regarding the establishment of a Faculty of Agriculture, as also a memorandum drawn up for the establishment of a Faculty of Commerce (Appendix A) be circulated amongst the members of the Syndicate and brought up at a later meeting for consideration.

5. Read copy of a resolution of the Hindi Sahitya Sammelan held on the 8th, 9th and 10th October, 1916, and also a copy of a resolution of the Seventh All-India Literary Conference held at Jubbulpore in November, 1916:

Resolved that the resolutions be recorded and the attention of the Secretaries forwarding the resolutions be drawn to the Regulations of the University.

6. Read copy of a resolution of the All-India Ayurvedic Conference held in June, 1916, at Madras:

Resolved that the resolution be recorded, and a copy of it forwarded to the Board of Studies dealing with the subject.

7. Read letter, dated the 26th October, 1916, from Miss K. Browning, M.A.:

Resolved that Miss Browning be informed that the Syndicate will be glad to consider any specific proposals she may communicate on the subject of her letter.

8. The applications received for the post of the Librarian were laid before the meeting:

Resolved that a Sub-Committee consisting of—

The Vice-Chancellor,

The Pro-Vice-Chancellor,

Professor Bhagavan Das,

Professor P. B. Adhikari, and

Professor Bertram Keightley

be appointed, with Professor Keightley as Convener, to go through the applications and make recommendations for the consideration of the Syndicate.

9. Read letter, without date, from the Principal, Syadvad Digambar Jain Mahavidyalaya, relating to the teaching of Jain religion :

Resolved that the Principal be informed that the question mentioned by him in his letter will be considered in due course later on.

10. Read letter No. C 59, dated the 13th February, 1916, from Rai Gyanendra Nath Chakravarti Bahadur :

Resolved that the proposal to appoint a committee for the consideration of the Regulations framed, as directed by the Governor-General-in-Council and published in the *Gazette of India*, dated the 28th October, 1916, be dropped for the present, and the proposal to empower the Board of Studies to co-opt members be referred to the Senate.

SUNDARLAL,  
*Vice-Chancellor.*

## APPENDIX A.

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### 1

*Memorandum by Prof. Sam Higginbottom, M.A., B.Sc.,  
of Ewing Christian College, Allahabad, regarding the  
establishment of a Faculty of Agriculture.*

ALLAHABAD, INDIA,  
19th November, 1915.

The Honorable PANDIT MADAN MOHAN MALAVIYA,

*Allahabad.*

MY DEAR PANDITJI,

In continuation of our conversation of the 9th instant, after consulting Mr. Griffin, I outline, as far as I am able, a fair start for a department of agriculture in connection with the Hindu University. In view of the way this University appeals to the imagination of Hindus and the enthusiastic way they support it, and the needs of India, I fear the programme is altogether too modest, but it is yet a beginning and a foundation upon which grand things can be built. Some of your friends may be afraid that I am unduly optimistic. I call attention to the fact that in America and Europe scientific agriculture has only been studied for the last 25 or 30 years. I would refer them to the Agricultural Department of the University of California, which has over one hundred full professors and fully qualified assistants, farming over five thousand acres of the University farm, which is kept up in first-class condition, so that it looks like a beautiful and well-laid-out park, and which yields a

handsome profit to the University. Also I would refer you to the other great State Universities, such as Ohio, Illinois, Michigan, Cornell, Minnesota, Wisconsin, etc., that have over a thousand students each in their departments of agriculture. The population of these separate States varies from two to five millions. If from this small number so many students take up agriculture, what may we not expect from the great Hindu community of over two hundred millions, when once they are awake to the value of agricultural education? It would be well to send to these Universities and get all the information possible as to equipment, budget, aims, teaching force, extension work, etc. I need not say that, while I am a fairly busy man, I shall gladly give anything in my power in the nature of information or advice. I cannot overemphasise the importance of getting the best men to start you off. Possibly, some Hindu would provide a special fund to finance the best men on earth, no matter where they come from or what they cost. Get these men for about five or seven years (a very short time in the life of a great University), at the end of which time you would have developed men in the College itself ready and able to bear the great load of responsibility of this great undertaking.

This is not an experiment station. It is teaching the great main principles of agriculture, and demonstrating the results of the experiment station. Further, the purely farming operations should be conducted at a profit, or of what use to teach agriculture? The course should be a regular four-year course for matriculates leading to a degree. There should also be special courses offered to those who cannot take the regular course, but who need help to successfully cultivate the land.

Minimum number of professors for Agricultural Department of any Agricultural College in India, where over three hundred students are in attendance :

I. A Dean, who could also head one of the departments. To have administrative charge of the department, and be responsible for the smooth running of the whole department.

II. Professor of Rural Economics and Farm Accounting. Under this come all the problems of production, distribution, marketing, co-operation for both credit, buying and selling, etc.

III. Professor of Animal Husbandry and Dairying. He would have charge of all the breeding of domestic animals of economic importance, their scientific and economic feeding, disposal of their products. The profitable production and marketing of sanitary milk and its products.

IV. Professor of Horticulture : to have charge of—

- (a) Fruit Growing.
- (b) Vegetable Growing.
- (c) Landscape gardening.

V. Agronomy : under this head come—

- (a) Soils, chemical and physical properties.
- (b) Tillage.
- (c) Fertilization.
- (d) Irrigation.
- (e) Drainage.
- (f) Seed selection and storage.
- (g) Seed sowing.
- (h) Seed harvesting.
- (i) Agricultural Chemistry.
- (j) Farm Architecture.



(k) Agricultural Engineering : Farm Machinery : Blacksmithing, Carpentering.

In this department, several fully qualified assistants would have to be employed, say, four.

VI.—Professor of Farm Managing: The man responsible for all out-door and practical work of students and workmen on the farm.

VII.—Professor of Veterinary medicine: In Medical charge of all the live-stock on the farm. Would give a course in first aid and the simple diseases and remedies.

It should be insisted that every professor be a practical man.

Each professor and assistant should live on the farm, as the work is of such a nature that the early morning and late afternoons are very valuable; and if professors live far away, this creates added difficulty.

*Equipment.*—For the farm :

Land, not less than one thousand acres, should be secured in the beginning for the College farm. This could be taken up gradually, as needed from year to year, until all is in full use. Its value could be found after you have chosen the site.

Suppose the first year you cultivated 300 acres of it.

We have worked out that one pair of average oxen (not the small village type, but something like in use in Kheri, and the cities) could cultivate 12 acres. So for 300 acres, 50 oxen would be necessary. To use a minimum of improved machinery would call for an investment of Rs. 30/- per acre, so for 300 acres, say, Rs. 9,000, would be required for machinery.

*The Dairy :* The minimum number of cattle for a

dairy to be managed profitably would be fifty cows, averaging lbs. 4,000 or 2,000 seers of milk each per year, and fifty buffaloes averaging a like amount.

The milk and ghee from this number would not be enough to supply all the Hindu University students and professors, to say nothing of the great outside demand for pure, clean milk and ghee. Cows and buffaloes of this type would cost on an average at Benares Rs. 125/- each, at present market rates.

The dairy barn and milk-house and butter rooms, with modern machinery and ice plant (which could serve the whole University as well as the dairy), would cost from Rs. 50,000/- to Rs. 60,000/-.

One Gwala to every ten cows is a fair average. Houses and quarters for the farm labourers would have to be provided. It would be a great thing for the students to see these labourers housed in a model Indian village (not the so-called model villages of Cawnpore that are a nightmare) run on co-operation.

*Barns :* Machinery godowns, seed stores, workshop, smithy, also, would have to be provided, and because of the place they are in, they should be of such design and material as could be copied and used with economy in villages.

*Equipment :*

B. For teaching agriculture :

Hostels for students—The number of students you plan for and the style of hostel would determine the cost.

Laboratories for the following would be necessary :  
(It is presumed that all agricultural students would take their preliminary work in Physics, Chemistry, Biology, Economics and Drawing, in the regular departments of

the University, so that only the pure agricultural subjects would need to be taught in the agricultural department).

- (1) Agricultural Chemistry.
- (2) Horticulture.
- (3) Economic Entomology.
- (4) Economic Botany.
- (5) Machinery.

Also a Library building and Reading Room. A Librarian. The literature of agriculture is growing very fast, and efficient provision should be made for this. Bulletins could be secured from all the responsible governments of the world which would be of immense advantage to the Indian students.

I have purposely not gone into the cost of these buildings, because I do not know what style and type of building the University has chosen; and, of course, all these buildings would have to be in accord with the others, so as to secure that harmony that is so desirable in a large University.

I do not know what you are going to do, or how you are going to secure your teachers. I presume and hope that, wherever Indians with proper training are to be found, they will be in charge; but if Indians are not available, and if you wish me to help you in securing the right type of men from America, I shall do my best. Dean Homer C. Price, for ten or twelve years Dean at the Agricultural College at Ohio State University, recently resigned and has retired to his farm. He is a man right in the prime of life, that is, from 40 to 45 years of age, of very wide experience, studied in Germany co-operative credit, taught rural economics in the University. I am not at all sure whether he could be secured, either for the department of rural economics

or to take up the deanship ; but he is the type of man that I have in mind. Another most excellent man would be Professor Alfred Vivian, Professor of Agricultural Chemistry in Ohio State University, author of several standard works on agriculture, well up in all kinds of University extension work, a popular lecturer, and a man who keeps his students full of enthusiasm. Either of these men are the type of men that I should advise you to get hold of. They are men, however, that command good salaries in America, and whether they would come out here for less than they get in America, after having the position explained to them, nobody knows until they are asked.

Hoping this may be of some use to you,

I am at your service,

Sincerely,

(Sd.) SAM HIGGINBOTTOM.

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2

*Draft Scheme for the Establishment of a Faculty of Commerce in the Hindu University referred to in Resolution No. 4.*

*Purpose.*

Systematic training for students who look forward to business careers.

**Curriculum.**

*Compulsory.*

Serviceable for all classes of business men.

(1) Theory and practice of Commerce :

- (a) Industrial and Commercial Resources—with particular regard to India.
- (b) Organisation of Industry and Commerce.
- (c) Economics of Transport.

## (2) Economics :

- (a) General Principles.
- (b) Banking, Co-operation.
- (c) Economic History, Statistics.

## (3) Business Methods :

- (a) Accounting.
- (b) Commercial Law.
- (c) Insurance.

*Optional.*

Different requirements of different branches of commercial life.

(1) Students desiring to be engaged in the *commercial* conduct of manufacturing, mining and agricultural undertakings—for whom commercial education must be combined with a certain amount of study of Pure and Applied Sciences.

(2) Students desiring to be engaged in the work of a *merchant*—for whom, in addition to strict commercial education, knowledge of modern languages will be immensely useful.

(3) Students desiring to be occupied in *financial* (stock-broking and banking) houses—for whom mathematical knowledge, leading to a wider range of economic and financial studies (Investment, Currency, and Exchanges) will be necessary.

I do not propose to go into details indicating the scope of the subjects for study, but will be glad to do so, if it be desirable.

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SCHEME OF STUDIES FOR THE DEGREE OF  
BACHELOR OF COMMERCE.

---

4 YEARS' COURSE.

---

INTERMEDIATE EXAMINATION IN COMMERCE.

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*First and Second Year.*

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SYLLABUS.

- (1) English Literature and Composition.
  - (2) Commercial and Economic Geography—with particular regard to India.
  - (3) General Economics.
  - (4) Accounting (including Technique of Trade).
  - (5) One of the following subjects :—
    - (a) A Modern Language—French, German, Japanese, etc.
    - (b) A Pure Science—Physics, Chemistry, Botany, Geology, etc.
    - (c) Mathematics—Theory of Compound Interest, Annuities and Sinking Funds.
- 

EXAMINATION FOR THE DEGREE OF BACHELOR  
OF COMMERCE (B. COM.).

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*Third and Fourth Years.*

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SYLLABUS.

- (1) English—
  - (a) Commercial Correspondence.
  - (b) Preparation of Business Reports, Circulars, etc.

- (2) Commerce—
  - (a) Organisation of Industry and Commerce.
  - (b) Economics of Transport.
- (3) Economics—
  - (a) Economic History, Statistics.
  - (b) Banking, Co-operation.
- (4) Business Methods—
  - (a) Commercial Law.
  - (b) Systems of Insurance.
- (5) One of the following subjects :—
  - (a) A Modern Language—French, German, Japanese, etc.
  - (b) An Applied Science—
    - (i) Manufacturing Processes.
    - (ii) Engineering Practice.
    - (iii) Mining.
    - (iv) Agriculture, etc.
  - (c) (i) Investment, Currency and Exchanges.
  - (ii) Accountancy and Auditing.
  - (iii) Actuarial Science.

Provision for Honours Courses in subjects, such as International Trade, Public Finance, etc., may be made, into the details of which I do not propose to enter at present.

#### COMMERCE SEMINAR.

The purpose of the Seminar will be to train students in independent investigation and reasoning. The attendance of all candidates for the Degree of B. Com. will be compulsory.

Provision may be made for a Commercial Certificate Examination, both teaching and examination to be conducted in Vernacular, curriculum to be adapted to the

requirements of small trading and industrial undertakings and suited to the capacity of average non-matriculates.

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## COMMERCIAL CERTIFICATE EXAMINATION.

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### 2 YEARS' COURSE.

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#### SYLLABUS.

(1) Commercial Geography of India—Agencies of Transport.

(2) Elementary Economics, Co-operative Societies.

(3) Accounting.

(4) Practical knowledge of the chief Indian raw and manufactured materials of Commerce.

#### **Equipment.**

##### *Commerce Museum.*

The purpose of the Museum will be to familiarise students with all the raw and manufactured materials of Commerce which the Museum is to contain.

##### *Library.*

To contain, besides all the literature of the subjects for study, Trade Journals and Government Reports, issued by the Department of Statistics, Department of Commercial Intelligence, etc.

##### *Buildings.*

- |                    |                    |
|--------------------|--------------------|
| 1. A Lecture Hall. | 3. A Library Hall. |
| 2. A Museum Hall.  | 4. A set of Rooms. |

A beginning may be made with a Lecture Hall and a Museum Hall.

### Staff.

Question of Headship—Appointment of a distinguished European scholar for the purpose.

There will be no necessity at the beginning, and the appointment will be highly expensive. Ignorance of Indian conditions and questionable sympathy towards Indian aspirations will make the appointment undesirable.

#### *University Readers.*

The best course would be to make provision for Readerships, on term appointments of reputed foreign scholars (occasions arising and funds permitting).

#### *University Professors.*

1. Professor of Commerce—must be a Graduate in Commerce or Economics (preferably, of a British University).

2. Professor of Business Methods—must have legal and accountancy (preferably, actuarial) qualifications.

#### *Assistant Professors.*

To be added to the staff, according to requirements as classes increase.

#### *Attached Professors.*

Professors in the Faculties of Arts and Science to be attached to the staff, according to the requirements of optional subjects.

A beginning may be made with the two University Professors.

#### **Estimate of cost.**

A Lecture Hall, a Museum Hall and yearly expenditure of Rs. 30,000 may probably suffice.

*Two University Professors*—Minimum salary, Rs. 500 each.

Salaries of *Assistant Professors*—to be met by the fees to be received from students.

Salaries of *Attached Professors*—not to be a charge on the Faculty of Commerce (to be met by the Faculties of Arts and Science).

The surplus in the first two or three years will go towards *equipment*, the surplus in the later years to be utilised to a large extent for remuneration of *University Readers*.

## STAFF IN THE CHEMICAL DEPARTMENT.

### Chemical Technology.

Professor ...	... Private Research Laboratory.
2 Assistants ...	... Inorganic and Organic Laboratories.
	Technological Laboratory.
1 Mechanical Engineer ...	} Office.
1 Draughtsman ...	
1 Mechanic ...	} Workshop.
1 Carpenter ...	

### INORGANIC CHEMISTRY.

Professor ...	... Private Research Laboratory.
Assistant ...	... Inorganic Laboratories.

### ORGANIC CHEMISTRY.

Professor ...	... Private Research Laboratory.
Assistant ...	... Organic Laboratories.
Demonstrators	... Cleaners, boys, etc.



# MINUTES OF THE MEETING OF THE COURT.

## No. 2.

18TH FEBRUARY, 1917—11-30 A.M.

### Present :

1. The Hon'ble Sir Sundarlal, Rai Bahadur, Kt., C.I.E., B.A., LL.D., *Vice-Chancellor, in the Chair,*
2. Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A., *Pro-Vice-Chancellor,*
3. Sahu Ram Kumar, of Thakurdwara, Moradabad,
4. Akhauri Babu Prem Narain, Gaya,
5. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B., Allahabad,
6. Babu Sanjiban Ganguli, M.A., Jaipur,
7. Pandit Bhaskar Ramchandra Arte, M.A., Baroda,
8. Rao Bahadur Raoji Janardan Bhide, Gwalior,
9. Pandit Baldev Ram Dave, Allahabad,
10. Babu Bholu Nath, B.A., Ramnagar State, Benares,
11. Babu Bhagavan Das, M.A., Benares,
12. Mahamahopadhaya Dr. Ganganatha Jha, M.A., D.Litt., Allahabad,
13. The Hon'ble Pandit Motilal Nehru, Allahabad,
14. The Hon'ble Dr. Tej Bahadur Sapru, M.A., LL.D., Allahabad,
15. Mahamahopadhyaya Pandit Haraprasad Shastri, M.A., C.I.E., Calcutta,
16. Shastri Hathibhai Harishankar, of Jamnagar, Kathiawar,
17. Pandit Ramavatar Sarma, M.A., Patna,

18. Lala Jwala Prasad, B.A., C.E., Benares,
19. The Hon'ble Pandit Gokaran Nath Misra, M.A., LL.B., Lucknow,
20. Rai Gyanendranath Chakravarti Bahadur, M.A., LL.B., Benares,
21. Babu Jnanendra Nath Basu, B.A., Rajnagar, Dt. Darbhanga,
22. Pandit Chheda Lal, B.A., Benares,
23. Babu Kali Charan Mitra, B.A., Benares,
24. Kunwar Parmanand, Rai Bahadur, Shahjahanpur,
25. Babu Iswar Saran, B.A., Allahabad,
26. Dr. Radha Kumud Mukerji, M.A., Ph.D., P.R.S., Calcutta.,
27. Babu Gur Prasad Dhawan, B.A., Benares,
28. Babu Durga Prasad, B.A., Benares,
29. The Hon'ble Mr. Chirravaru Yagneswar Chintamani Pantalu Garu, Allahabad,
30. Dr. Praphulla Chandra Roy, D.Sc., Ph.D., C.I.E., F.C.S., F.A. I. B., Calcutta,
31. Pandit Iqbal Narain Gurtu, M.A., LL.B., Benares,
32. Babu Vikramajit Singh, B.A., LL.B., Cawnpore,
33. Rai Krishnaji, Benares,
34. Pandharinath Kashinath Telang, Esq., M.A., LL.B., Bombay,
35. Babu Shiva Prasad Gupta, Benares,
36. George S. Arundale, Esq., M.A., LL.B., F.R.H.I., S.F., Adyar, Madras,
37. Babu Syama Charan De, M.A., Benares,
38. Babu Madan Mohan Khanna, Allahabad,
39. Pandit Hirdaya Nath Kunzru, B.A., Allahabad, and
40. Munshi Mahadeo Prasad, M.A., LL.B., Benares.

1. Rai Gyanendra Nath Chakravarti Bahadur asked permission to move a resolution which, he had no doubt, would be carried by acclamation as soon as it was read out. The resolution ran as follows:—

“The Court offers its cordial congratulations to the Vice-Chancellor upon the honor of Knighthood conferred upon him by His Majesty the King-Emperor, and records its sense of gratitude at the just appreciation of the valued services rendered by Sir Sundarlal to the cause of University Education in general and to the Hindu University in particular.”

The motion was carried *nem con*, and the Vice-Chancellor thanked the members present in suitable terms.

2. On the motion of Mahamahopadhyaya Dr. Ganganatha Jha, seconded by Pandit Baldev Ram Dave, the minutes of the meeting held on the 12th August, 1916, were confirmed.

3. Mr. Telang inquired whether the Court was properly constituted before the election of thirty members by the registered donors, for the purpose of selecting members for the Senate.

The Vice-Chancellor replied that it was.

4. The Vice-Chancellor in placing before the Meeting the second item of the agenda observed that during the progress of the proceedings for the acquisition of the site at Nagwa, the Collector of Benares had asked for a deposit of Rupees six lacs to enable him to pay the compensation payable to persons whose lands had been acquired. Part of the amount was paid by him into the Treasury from the balance in hand, but for the payment of the remainder a large sum of money was immediately required. The matter was brought before the Council. As the funds in the hands of the University were all invested in Government Promissory Notes, which were selling at a heavy discount, the Council, by resolution No. 2 of its meeting held on the 7th November, 1916, decided to empower the Vice-Chancellor to arrange for an overdraft to the extent of Rupees six lacs to meet the said demand and to meet the preliminary expenses in connection with the building operations, on the security of the Government Promissory Notes, at such interest as may be arranged. A proposal on the subject was made to the Agent of the Bank of Bengal, Allahabad, and the Bank agreed to permit an overdraft to that extent, at an interest of five and a half per cent per annum. The Bank, however, was of opinion that a resolution of the Council, authorizing the Vice-Chancellor to enter into such arrangement, required confirmation by the Court. The Vice-Chancellor, in exercise of his emergency powers under Statute 9 completed the transaction, and it was now

reported to the Court, in accordance with the terms agreed upon with the Bank.

On the motion of Babu Madan Mohan Khanna, seconded by Rai Gyanendra Nath Chakravarti Bahadur, it was unanimously resolved that the transaction be sanctioned and confirmed.

5. The report of the Sub-committee appointed by a resolution of the Court printed at page 35 of the minutes of the meeting of the 12th August, 1916, for drafting the additional statutes required, was laid before the meeting. In placing the report before the meeting, the Vice-Chancellor observed that the sub-committee was of opinion that such statutes only as were required for the immediate work of the University should be enacted on the present occasion and proposals for the enactment of any other statutes should be taken up from time to time later on, whenever necessary. Among the statutes required immediately were those relating to religious education and those dealing with the formation of a Board for the management of the Central Hindu Collegiate School, Benares. Originally, in the Bill introduced in the Legislative Council by the Hon'ble Sir Harcourt Butler, there was a provision in clause 4, under which the imparting of religious instruction to Hindu students was made compulsory. That was in accordance with the draft of the Bill submitted by the Hindu University Society. To give effect to this provision of the Bill, a Committee, composed of members appointed by the Hindu University Society at its meeting held on the 31st January, 1915, met the Hon'ble Sir Claude Hill and the Hon'ble Mr. Sharp at Simla. The regulations drafted by the Hindu University Society were considered and approved by this Committee. At a later stage of the Bill, it was, however, decided to eliminate from it the provision making religious education of Hindu students compulsory, and a clause was substituted, empowering the Court to enact statutes on the subject to that effect and to regulate religious education generally.

In the final regulations, enacted in accordance with the directions of His Excellency the Governor-General-in-Council, the regulations originally drafted relating to religious education did not find a place, as, under the Act passed, the authority to frame statutes on the subject was given to the Court. The Sub-Committee had, accordingly, drafted statutes exactly in the terms in which they had found place in the Bill and the original regulations. Statutes for the constitution of a Board for the management of the Central Hindu Collegiate School had also been drafted. These, too, had been omitted, from the regulations finally published, as they were appropriately to take the form of statutes. They were now reproduced in the form of statutes by the sub-committee with one alteration, *viz.*, that the Head-master of the school was not to be a member of the Board, but was to act as its Secretary only. He, therefore, asked the members of the Court to consider the statutes drafted by the sub-committee.

Babu Shiva Prasad Gupta moved that, as copies of the draft statutes had not been printed and circulated, their consideration be postponed to another meeting.

Babu Vikramajit Singh seconded the proposal.

The Vice-Chancellor pointed out that the statutes proposed were practically identical in terms with those which had been passed by the Hindu University Society and had been printed and circulated long ago. The Sub-Committee had completed its work only yesterday, and there was no time left to print and circulate them. The Court, if it thought proper, might consider them now.

After some discussion, the mover dropped the proposal, and it was resolved to consider the draft statutes one by one.

The draft statute 64, which ran in the following terms, was first laid before the Court for consideration :—

64. Instruction in Hindu religion shall, in the case of Hindu students, be compulsory and shall be confined to them.



The Hon'ble Mr. C. Y. Chintamani proposed the addition of the following proviso :—

“ Provided that it shall be open to the parent or guardian of any Hindu student to withdraw him from such instruction.”

Mr. Arundale seconded the proposal.

The amendment proposed was then carefully considered and discussed by the members present.

The amendment being put to the vote was lost.

The statute, as originally placed before the meeting, was then put to the vote and adopted by a majority of votes.

The following statutes were then placed before the meeting and unanimously adopted :—

65. The Faculty of Theology shall be in charge of the religious instruction of the Hindu students of the University, and it shall also organize studies in religion and the examinations therein.

66. The Faculty shall appoint a Committee to organize and supervise religious worship and instruction in the University hostels. Such Committee shall prescribe the book or books, or selections from recognized religious works, to be studied by the students of the University; and shall, subject to the sanction of the Council, appoint such and so many teachers of religion as may be required for the said purpose, and draw up a scheme of studies for the approval of the Faculty. It shall also arrange for recitations from religious works and lectures on religion.

Statute 67, which ran in the following terms, was then placed before the meeting :—

67. Students of Hindu faith shall attend the course of religious instruction, recitations and lectures. A record of such attendance shall be kept, and the Committee shall, from time to time, report the names of students who neglect to attend the said lectures, etc., to the Students' Residence Committee. Failure to attend the said lectures without good cause shall render a student liable to such

penalty or penalties as the Students' Residence Committee may think fit to impose.

The Hon'ble Pandit Motilal Nehru proposed the addition of the following explanation to this statute :--

"The expression 'good cause' in this statute includes any objection on the part of the parent or guardian of a student to attend the said lectures on the ground that he had conscientious scruples to attend the said lectures."

The Vice-Chancellor observed that the proposed amendment was covered by the amendment that had been proposed by the Hon'ble Mr. Chintamani and lost; and the matter could not therefore be re-opened.

Statute 67 as proposed was then adopted.

Draft Statute 68 was then placed before the meeting. It was in the following terms :—

68. The Committee in charge of religious instruction shall consist of seven members professing the Hindu faith, to be elected by the Faculty of Theology for a term of three years. The Faculty shall also nominate one of the members as its Convener, who shall be responsible for convening the meeting and for keeping a correct record of the proceedings of the Committee.

Babu Bhagavan Das enquired whether any person who was not a member of the Faculty of Theology could be appointed on the Committee for religious instruction.

The Vice-Chancellor referred to Statute 26 of the Statutes of the University.

The draft statute 68, as proposed, was unanimously adopted.

The following Statutes were then laid before the meeting, one after another, and unanimously adopted :—

69. In case of any emergency, when it is not practicable to convene a meeting of the Committee, the Convener shall pass such orders and take such action as may be required and report the same to the next meeting of the Committee.

70. The Committee shall ordinarily meet once a month,

on such date and at such time as the Convener may appoint. He may also convene such other meetings as may be necessary.

71. Instruction in Hindu religion shall be based on the principles and tenets which are accepted by the principal denominations of the Hindu religion. Provision may be made for instruction in the special tenets of such denominations, when required, with the sanction of the Faculty of Theology. Attendance at such courses of instruction will be optional.

72. The Council shall provide funds and make such arrangements as may be necessary for the maintenance and management of the Central Hindu School now in existence, and for the expansion and improvement of the same.

73. The said School shall comprise the following departments, viz :—

- (a) One for the instruction and training of students up to the standard of the Admission Examination of the University in Arts and Science ;
- (b) One for the instruction and training of students for the Admission Examination to the Faculties of Oriental Learning and Theology ;
- (c) One for the instruction and training of students for the Faculty of Technology (when constituted).

74. Provision for instruction in religion for Hindu students shall be made in all departments of the said School.

The following draft of Statute 75 was then laid before the meeting :—

75. Each such department shall be in the charge of a qualified head or superintendent acting under the Headmaster, assisted by such and so many subordinate teachers as may be required.

Babu Bhagavan Das observed that it was desirable that the statute should be so framed as to make it clear that “any head or superintendent” in charge of any particular

department of the School, if qualified, could also be appointed Head-master to co-ordinate the work of the various departments of the School.

The Vice-Chancellor observed that under the statute, as proposed, such an appointment could be made, and there was no restriction against the selection of such a person for the Head-mastership.

The Statute as proposed was then adopted.

The draft of statute 76 was then considered by the meeting.

It ran as follows:—

76. The management of the school shall be in the hands of the Central Hindu School Board, which shall consist of—

- (a) The Chairman of the Board, to be nominated by the Court,
- (b) One member to be nominated by each Faculty of the University;
- (c) Members to be nominated by the Council equal in number to the number nominated under clause (b).

The Head-master for the time being will act as the Secretary of this Board.

Pandit Iqbal Narain Gurtu proposed the addition of the following words after the words "The head-master for the time being," viz:—

"Will be *ex-officio* member of the School and "

The motion was seconded by Babu Bhagavan Das.

The amendment was then put to the vote and lost.

Dr. Radha Kumud Mukherji then proposed that the words "and two members by the Syndicate" be added to clause (b) of the proposed statute 76.

Babu Shiva Prasad Gupta seconded the motion.

The amendment was put to the vote and lost.

Pandit Iqbal Narain Gurtu proposed that the words "from among its own members" be added to the said clause (b) of the proposed statute 76.

The proposal was seconded by Babu Bhagavan Das.

The amendment as proposed was put to the vote and carried unanimously.

Babu Bhagavan Das proposed that the words "from among its own members" be inserted between the words 'Council' and 'equal,' in clause (c) of the proposed statute 76.

Pandit Iqbal Narain Gurtu seconded the motion.

After some discussion the amendment was withdrawn by the mover.

Statute 76, as amended, was then unanimously adopted.

The following draft of statutes numbered 77, 78, 79, 80 and 81 were then, one by one, laid before the meeting and adopted:—

77. The members appointed shall hold office for three years and shall be eligible for re-appointment.

78. The budget of the School for the year shall be prepared by the said Committee and passed by the Council, with such amendment or amendments as may be necessary; and the accounts shall be annually audited by an auditor or auditors, to be appointed by the Council.

79. The headmaster of the School shall be appointed by the Council after report from the Board.

80. The School shall be under the control and management of the said Board, save and except for such financial and administrative control of the University as is hereinbefore provided.

81. The said School and all its buildings, properties, furniture, apparatus and books and accounts shall be the property of the University.

Babu Shiva Prasad Gupta then asked permission to move the following resolutions:—

1. That no paid Government servant shall be appointed as the President or responsible official of any committee, sub-committee or Board, under the Benares Hindu University.

2. That so long as all our educational requirements



are not fully defined and the plans of the building required to meet the same are not settled so long the actual work of construction shall not be commenced. Further, that a special meeting of the Court shall be summoned at an early date for the full and proper discussion and decision of the requirements stated before.

3. That whereas there are many persons who do not know English among the donors of Rs. 500 and upwards, the members of the Court, the Council, the Senate, the Syndicate and the Faculties, all papers of the University shall be sent to such persons for their convenience in Hindi as well.

Babu Bhagwan Das also said that he had to move the following resolution :--

"That before engaging new members of the staff of the Hindu University Society, the Council be directed to define broad principles and promulgate general rules for its own guidance, as far as possible, as to their methods of recruitment, the ideals they should be expected to subscribe to, the written undertaking they should enter into; their remuneration, probation, confirmation, gradation, engagement on short-term contracts in special cases; their further specialised training in other countries on special terms after selection; and such other matters.

The Vice-Chancellor ruled the motions of Babu Shiva Prasad Gupta and Babu Bhagwan Das to be out of order, observing that this meeting of the Court was a special meeting convened under statute 35 of the University which did not permit the consideration of any matter "other than that mentioned in the notice, or directly arising out of it."

Pandit Hirdaya Nath Kunzru enquired whether there was any objection to the reporting of the proceedings of the meeting of the Court in the newspapers.

The Vice-Chancellor observed that there was none.

SUNDARLAL,  
Vice-Chancellor.

# MINUTES OF THE MEETING OF THE COUNCIL.

## No. 7.

18TH FEBRUARY, 1917.—2-30 P.M.

### Present :

The Hon'ble Sir Sundarlal, Kt., B.A., LL.D., C.I.E., *Vice-Chancellor, in the Chair,*

Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A., *Pro-Vice-Chancellor,*

Babu Bhagavan Das, M. A.,

Pandit Chheda Lal, B.A.,

The Hon'ble Pandit Gokaran Nath Misra, M.A., LL.B.,

The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,

The Hon'ble Dr. Tej Bahadur Sapru, M.A., LL.D.,

Pandit Baldev Ram Dave,

Babu Iswar Saran, B.A.,

Rai Bahadur Kunwar Parmanand,

Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.,

Mahamahopadhyaya Dr. Ganganatha Jha, M.A., D.Litt.,

Babu Nagendra Chandra Nag, M.A.,

Pandit Manoharlal Zutshi, M.A., and

Pandit Ramavatar Sarma, M.A.

1. The minutes of the last meeting held on the 17th December, 1916, were confirmed on the motion of the Hon'ble Dr. Tej Bahadur Sapru, seconded by Pandit Baldev Ram Dave.

2. (1) The report of the Finance Committee, together with the forecast of the Budget, was laid before the meeting. On the motion of Mahamahopadhyaya Dr. Ganganatha Jha, seconded by Rai Gyanendra Nath Chakravarti Bahadur, it was unanimously resolved that the said report and the papers accompanying it be circulated and laid before the Senate for advice as to—

(a) the staff necessary for instruction in the various subjects prescribed by the Regulations ;

- (b) the subject or subjects in which instruction should be undertaken ;
- (c) the salaries on, and the terms under, which the services of the staff required should be entertained ;
- (d) the best method of recruiting the staff; and, generally,
- (e) on other matters arising out of, or appertaining to, the question.

(2) Professor Bhagavan Das moved that, before engaging new members for the staff of the Hindu University, the Council should define broad principles and formulate general rules for its own guidance, as far as possible, as to—

their methods of recruitment, the ideals they should be expected to subscribe to, the written undertakings they should enter into ;

their remuneration, probation, confirmation, gradation, engagement on short-term contracts in special cases ;

their further specialised training in other countries on special terms after selection ; and such other matters.

Pandit Chheda Lal seconded the motion.

It was resolved that the matter be taken up for consideration along with the recommendations of the Senate on the report of the Finance Committee.

(3) Professor Bhagavan Das kindly undertook to prepare a note embodying definite proposals on the various points referred to in the resolution for the consideration of the Council :

Resolved that this note when received should be printed and circulated.

(4) The report of the Building Committee was laid before the meeting : On the motion of Rai Gyanendra Nath Chakravarti Bahadur, seconded by Mahamahopadhyaya Dr. Ganganath Jha, it was unanimously resolved—

- (a) that the provisional Budget for the establishment costing Rs. 10,311 and Rs. 1,60,000 for works be passed ;
- (b) that, in the opinion of the Council, it is necessary to acquire the land between the site already acquired and the river Ganges, either by purchase

or by lease, and a deputation consisting of the Hon. Pandit Madan Mohan Malaviya, B.A., LL.B., the Hon'ble Babu Moti Chand, C.I.E., Professor Bhagavan Das, M.A., and Rai Bahadur Kunwar Parmanand should approach His Highness the Maharaja Bahadur of Benares, with the request that His Highness may be pleased to grant a lease of the land for the present;

(c) that the consideration of the list of buildings for the opening of the University, as prepared by the Superintendent of Works, costing approximately thirty lacs, be brought up before the next meeting;

(d) that the proposals for the purchase of machinery up to the value of Rs. 3,000, for the purchase of two crores of bricks, as to the sites for burning bricks, the purchase of necessary stock materials and the appointment of a store-keeper be approved;

(e) that sanction be given to engage the services of a qualified computer, but if it be found impracticable to secure the services of one by private arrangement, application be made to obtain the loan of the services of the computer mentioned by the Superintendent of Works;

(f) that the engagement of the services of Mr. Kedar Nath Gupta, B.Sc., as Assistant Engineer, and of Babu Ramdial Singh, as Accountant, be confirmed.

(5) The report of the Committee for the management of the landed properties was read and recorded.

(6) The report of the Committee appointed for the Collection of Funds was laid before the meeting.

It was resolved—

(a) that the following gentlemen be added to the Committee:—

Rai Bahadur Kunwar Parmanand,  
Pandit Iqbal Narain Gurtu, M.A.,  
Pandit Hirdaya Nath Kunzru, M.A.,  
Professor Pundi Seshadri Iyer, M.A.,  
Professor Madhava Balaji Rane, M.A.,

Professor Sri Prakash, B.A. (Cantab),  
Professor Sanat Kumar Basu, M.A., and  
Professor Radha Kumud Mukerji, M.A., Ph.D., P.R.S.

The members of the staff will not be required to go out of Benares except during the college vacation.

It was further resolved—

- (b) that the assignment of work to members of the Sub-Committee and formation of circles for dividing the work of collection be left to the Sub-Committee ;
- (c) that the services of two travelling agents—one on a salary of Rs. 25 per mensem and another on a salary of Rs. 50 per mensem—be sanctioned for six months ;
- (d) that the central office of collection work be removed from Allahabad to Benares and that it be placed under the supervision of the Convener of the Committee ;
- (e) that the Hon'ble Pandit Madan Mohan Malaviya be authorised to engage the services of a suitable person to accompany him on his tours, on such salary and on such terms as he may consider necessary ;
- (f) that the Sub-Committee do arrange to re-organise District Committees for collection work of the Benares Hindu University in the various provinces ;
- (g) that the services of Babu Parbhu Dayal be re-engaged, with effect from 1st February, 1917, and that he be allotted to the Lucknow Circle ;
- (h) that the bills of Pandit Sudhadhar Pande amounting to Rs. 106-2-6 be sanctioned ;
- (i) that the letter dated the 13th December, 1916, of Mr. Venkata Ranga Pillai be referred to the Building Committee ; and
- (j) that the consideration of the proposal for the inauguration of a system of associates enlisted as honorary workers, with subsistence allowance and travelling expenses, be postponed for the present.



3. Resolved that the payment of the following bills duly scrutinized be sanctioned:—

*Details of bills received for payment, from the 16th December, 1916, to the 14th February, 1917.*

S. No.	Particulars of Bills.	Amount.	Total Amount.
	<b>Hindu University Office.</b>	Rs. a. p.	Rs. a. p.
538	Leave allowance of Babu Brahmananda Sinha up to 30th November, 1916, for 1 month and 4 days	113 5 6	
539	Lucknow District Committee establishment charges bills for October, 1916 and November, 1916, and also Commission bill of Pt. Sudhadhar Pande up to 25th October, 1916 ..	285 12 0	
560	Cost of 25 cheques supplied by the Bank of Bengal, Allahabad ...	1 9 0	
561 & 562	Interest charged by the Bank of Bengal, Allahabad, on overdraft account, up to December, 1916...	1,731 13 5	
563A	Stamp charges debited to University account by the Bank of Bengal, Benares ...	0 4 6	
563	Salary of Babu Beni Madho Mehrotra for the month of December, 1916 ...	150 0 0	
	Allowance of Babu Brahmananda Sinha for the month of December, 1916 ...	100 0 0	
564	Salary of Office Staff and Bungalow rent for the month of December, 1916 ...	223 14 0	
565	Cost of two almirahs purchased...	70 0 0	
566	Bareilly District Committee establishment charges for September to November, 1916...	30 15 0	
567	Manager, Indian Press, for printing charges, as per his bill No. 4873 ...	486 13 6	
568	"Statesman," Calcutta, in payment of advertisement bills Nos. 39070, 39071 and 39394 ...	41 8 0	
569	"Bombay Chronicle," Bombay, in payment of advertisement bills Nos. 930 and 931, 1005 ...	85 8 0	
570	"New India," Madras, in payment of advertisement bill No. 116 ...	41 0 0	
	Carried over ...	3,362 6 11	

S. No.	Particulars of Bills.	Amount.	Total Amount.
	<b>Hindu University Office.</b> (concluded).	Rs. a. p. 3,362 6 11	Rs. a. p.
	Brought forward ...		
571	"The Hindu," Madras, in payment of advertisement bills Nos. 19889 and 20052 ...	59 4 0	
572	"The Tribune," Lahore, in payment of advertisement bill No. 1645/419 ...	25 8 0	
588	Manager, Indian Press, Allahabad, in payment of his bill No. 2, dated 8th January, 1917 ...	340 10 0	
589	"Pioneer Press," Allahabad, for advertisement bill, dated 23rd December, 1916 ...	29 4 0	
590	"Leader," Allahabad, for advertisement bills Nos. 1376, 1176 and 1961 ...	49 0 0	
591	Contingency expenses for the month of December, 1916 ...	118 7 11	
611	Incidental charges debited against the University by the Benares Bank Ltd., Benares ...	1 0 0	
612	Leave allowance of Babu Brahmananda Sinha for January, 1917...	100 0 0	
613	Salary bill of Babu Beni Madho Mehrotra for January 1917 ...	150 0 0	
614 & 615	Salary bill of Office Staff and Bungalow rent for January, 1917	262 5 0	
617	"Express" bill of advertisement, as per bill No. 3581319 ...	51 0 0	
654	Renewal fee on G. P. Notes paid through the Bank of Bengal, Calcutta ...	1 0 0	
655	Renewal fee paid on $3\frac{1}{2}\%$ G. P. Notes for Rs. 2,000, through the Bank of Bengal, Allahabad ...	2 0 0	
656	Contingent bill for the month of January, 1917 ...	143 4 11	
657	Lucknow District Committee establishment bill for December, 1916 and January, 1917 ...	20 0 0	
658	Bareilly District Committee establishment bill for December, 1916 and January, 1917 ...	20 5 9	
616	Amount refunded to B. Mohendra Nath Chatterji of Nahan ...	30 0 0	4,765 8 6
	Carried over ...	...	4,765 8 6

S. No.	Particular of Bills.	Amount.	Total Amount.
	<b>C. H. College Boarding House and Library.</b>	Rs. a. p.	Rs. a. p.
	Brought forward ...	...	4,765 8 6
542	House and Water taxes bill ...	617 14 2	
537	Foundation-stone ceremony water- ing charges bill ...	1,260 2 0	
543	Refund of amount paid to Pujari Bajinath, Saraswati Temple, as per bill No. 576 ...	20 12 0	
544	Boarding House Building bill No. 581 ...	22 8 0	
545	Boarding House Building bill No. 580 ...	50 10 0	
546	Dr. R. K. Mukerjee's Salary bill No. 122 for November, 1916 ...	412 8 0	
547	College Salary bill No. 102 (of the menial staff) ...	34 0 0	
548	College Salary bill No. 103 ...	6 0 0	
549	College Servants Uniforms bill No. 128 ...	119 10 9	
550	Library Books and Periodicals bill No. 130 ...	6 12 0	
551	Library Books and Periodicals bill No. 121 ...	8 4 0	
552	Library Books and Periodicals bill No. 117 ...	25 11 0	
553	College Chemical bill No. 118 ...	38 12 0	
554	Do. do. No. 119 ...	138 4 0	
554A	Boarding House Contingency bill No. 120 ...	30 11 6	
555	C. H. C. Recoupment bill No. 123	120 13 9	
556	Travelling charges bill No. 126 of Mr. P. Seshadri ...	32 8 0	
557	College Prize and Medal bill No. 127 ...	58 0 0	
558	College Furniture repairs bill No. 129 ...	2 2 6	
559	College New Furniture bill No. 90 (balance of bill No. 90) ...	23 10 6	
575	Salary of College Staff for De- cember, 1916 ...	4,361 4 3	
575	Salary of Library Staff for De- cember, 1916 ...	52 1 6	
576	Scholarship bill No. 123 ...	122 12 0	
577	Professors' Bungalow Rent bill No. 132 ...	85 0 0	
578	Boarding House establishment bill No. 131 ...	206 0 0	
	Carried over ...	7,856 11 11	4,765 8 6

S. No.	Particulars of Bills.	Amount.	Total Amount.
		Rs. a. p.	Rs. a. p.
<b>C. H. College Boarding House and Library—</b> (continued).			
	Brought forward ...	7,856 11 11	4,765 8 6
580	Rent bill No. 585 ...	20 0 0	
581	Do. No. 586 ...	34 0 0	
598	Library Books and Periodicals bill No. 124 ...	16 3 0	
599	Library Books and Periodicals bill No. 136 ...	22 6 0	
600	Library Books and Periodicals bill No. 139 ...	151 8 0	
601	Library Books and Periodicals bill No. 144 ...	12 2 0	
602	Library Books and Periodicals bill No. 146 ...	8 5 0	
603	Library Contingency bill No. 145	16 13 3	
604	Do. do. No. 140	9 15 6	
605	Do. do. No. 125	19 12 3	
606	Do. Binding charges bill No. 143 ...	40 0 0	
607	Salary of Girdhari Lal Mistry, bill No. 137.	14 8 3	
608	Gas-works bill No. 141 ...	70 0 0	
609	Chemical bill No. 142 ...	40 14 0	
610	College Recoupment bill No. 138...	70 3 9	
621	Rent bill No. 605 ...	34 0 0	
622	Do. No. 606 ...	20 0 0	
626	College Salary bill No. 156 for January, 1917 ...	4,375 12 9	
627	Professor's Bungalow Rent bill No. 159 ...	85 0 0	
628	Chemical bill No. 154... ..	42 2 0	
629	Do. No. 163... ..	139 7 6	
630	Do. No. 155... ..	107 10 0	
631	Scholarship bill No. 158 ...	53 0 0	
632	Physical apparatus, &c., bill No. 150 ...	13 2 0	
633	Physical apparatus, &c., bill No. 148 ...	3 2 0	
634	Boarding House Salary bill No. 160 ...	206 0 0	
635	Boarding House Contingent bill No. 162 ...	36 6 6	
	Carried over ...	13,519 1 8	4,765 8 6

S. No.	Particulars of Bills.	Amount.	Total Amount.
		Rs. a. p.	Rs. a. p.
	<b>C. H. College Boarding House and Library—</b> (concluded).		
	Brought forward ...	13,519 1 8	4,765 8 6.
636	Library Books and Periodicals bill No. 161 ...	14 9 0	
637	Salary of Library Staff for January, 1917, as per bill No. 157 ...	52 1 6	
638	Library Books and Periodicals bill No. 153 ...	31 0 0	
639	Library Books and Periodicals bill No. 152. ...	52 9 0	
640	Library Books and Periodicals bill No. 151. ...	12 15 0	
641	Library Books and Periodicals bill No. 149 ...	21 6 0	
659	Porebunder Annakshetra expenses	498 12 0	
660	Athletic bill No. 170 ...	600 0 0	
661	Scholarship bill No. 147 ...	279 0 0	
662	Do. No. 173 ...	53 0 0	
663	Chemical Apparatus bill No. 171,	1,128 14 0	
664	Chemical bill No. 167 ...	28 0 0	
665	Recoupment bill No. 1 ...	198 5 9	
666	Library Books and Periodicals bill No. 164 ...	23 10 0	
667	Library Books and Periodicals bill No. 175 ...	12 5 0	
668	Library Books and Periodicals bill No. 174 ...	91 8 0	
669	Chemical bill No. 172 ...	421 6 0	
670	Do. No. 176 ...	93 6 0	
671	Library Furniture Repairs bill No. 168 ...	0 8 0	
672	College Furniture Repairs bill No. 169 ...	0 4 6	
	<b>C. H. C. School Expenditure.</b>		17,137 9 5
587	Salary of C. H. C. School Staff for December, 1916 ...	2,086 7 8	
642	Salary of C. H. C. School Staff for January, 1917 ...	2,086 7 8	
643	C. H. C. School Recoupment bill No. 55 ...	53 15 3	
	Carried over ...	4,226 14 7	21,903 1 11



S. No.	Particulars of Bills.	Amount.	Total Amount.
		Rs. a. p.	Rs. a. p.
	<b>C. H. C. School Expenditure—(concluded).</b>		
	Brought forward ...	4,226 14 7	21,903 1 11
644	Building Repairs bill No. 59 ...	23 0 3	
645	Printing bill No. 60 ...	13 8 0	
646	Technical Apparatus bill No. 61... ..	11 3 3	
647	Furniture Repair bill No. 62 ...	6 13 0	
648	Miscellaneous Expenses bill No. 63 ... ..	9 10 0	
649	Miscellaneous Expenses bill No. 64 ... ..	27 4 0	
650	Scholarship bill No. 66 ...	31 6 0	
651	Do. No. 65 ...	31 6 0	
652	Do. No. 57 ...	6 8 0	
653	Furniture Repair bill No. 58 ...	3 0 0	
			4,390 9 7
	<b>R. S. Pathsala Expenditure.</b>		
540	R. S. Pathsala expenses bill No. 578 ... ..	19 0 0	
540A	Servants' Uniform bill No. 577 ...	80 0 0	
541	Chatravas Expenses bill No. 556, ...	119 7 0	
573	Pathshala Salary bills Nos. 586 and 587 for December 1916 ...	494 11 0	
574	Chatravas Expenses bill No. 592 ...	119 15 0	
618	Pathshala Salary bills Nos. 601 and 602 for January, 1917 ...	494 11 0	
619	Chatravas expenses bill No. 607 ...	125 11 3	
			1,444 7 3
	<b>C. H. C. Managing Committee Office Expenditure.</b>		
579	Salary bills Nos. 588 and 589 of M. C. Office for December, 1916 ...	163 5 6	
592	Stable Expenses bill No. 594 ...	44 4 0	
593	Salary of Stable Staff for December, 1916, bill No. 595 ...	36 0 0	
620	Salary bills Nos. 603 and 604 of M. C. Office for January ...	140 1 9	
673	Stable Expenses bill No. 611 ...	42 10 0	
674	Salary of Stable Staff bill No. 610 ...	36 0 0	
			462 5 3
	Carried over ...	...	28,200 8 0

S. No.	Particulars of Bills.	Amount.	Total Amount.
		Rs. a. p.	Rs. a. p.
	<b>P. W. Department Expenditure.</b>		
	• Brought forward ...	...	28,200 8 0
583	Building Staff Salary for December, 1916, bill No. 583 ...	138 0 0	
582	Salary of Babu Murari Lal, Overseer, for November and December, 1916, bill No. 582 ...	96 0 0	234 0 0
	<b>C. H. C. Magazine Expenditure.</b>		
584	Salary of Magazine Staff for December, 1916, bill No. 590 ...	60 0 0	
585	Editor's allowance for December, 1916, bill No. 591 ...	50 0 0	
586	Printing bill No. 593 ...	101 4 0	
594	Postage bill No. 596 ...	7 3 0	
595	Miscellaneous bill No. 597 ...	65 10 6	
596	Salary of Babu Satish Ch. Guha, as per bill No. 598 ...	24 3 2	
597	Magazine Staff Salary bill No. 599	16 9 10	
623	Editor's allowance for January, 1917, bill No. 609 ...	50 0 0	
624	Magazine Staff Salary bill No. 608 for January, 1917 ...	33 3 9	
625	Magazine Miscellaneous bill No. 600 ...	10 8 9	
675	Magazine Printing bill No. 613 ...	85 0 0	
676	Do. Do. No. 615 ...	8 0 0	
677	Do. Recoupment bill No. 612	81 9 0	593 4 0
	Total Rs. ...	...	29,027 12 0

## 4. Read—

- (a) Letter, dated 19th December, 1916, from Professor P. Seshadri, M. A. ;
- (b) Letter, dated 25th December, 1916, from Babu Govinda Das of Benares ;
- (c) Letter, dated 13th October, 1916, from Mr. Chintaharan Banerji of Benares.

Resolved that the letters be laid before the meeting for consideration after the financial scheme referred to in Resolution No. 2 of this meeting is sanctioned.

5. Read letter, dated 23rd December, 1916, from Mahant Rajeshwar Das of Pacharhi, intimating his succession to the *gaddi* of the deceased Mahant Bansidas of Pacharhi, district Darbhanga, who was a registered donor :

Resolved that, under the statutes, the Council has no power to register the name of Mahant Rajeshwar Das in place of the deceased donor.

6. The applications received for the post of the Registrar were laid before the meeting :

Resolved that a Sub-Committee consisting of—

- 1. The Hon'ble the Vice-Chancellor,
- 2. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.,
- 3. Mahamahopadhyaya Dr. Ganganatha Jha, M.A., D. Litt., and
- 4. The Hon'ble Dr. Tej Bahadur Sapru, M.A., LL.D.,

with Mahamahopadhyaya Dr. Ganganatha Jha as Convener, be appointed to examine the applications received for the post of the Registrar and to submit its recommendation at the next meeting of the Council.

7. Read the report of Magazine Sub-Committee, as also the letter of Babu Bhagavan Das, dated the 5th February, 1917, and of Professor Sri Prakasha, dated the 2nd January, 1917 :

Resolved—

- (a) That the resignation of Babu Bhagavan Das, M.A., of the convenership of the said Committee be accepted and that Babu Gur Prasad Dhawan, B.A., be added as a member of the Sub-Committee and appointed as its Convener ;

- (b) That the Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B., be requested to make necessary arrangements for the work of the Editor of the Central Hindu College Magazine; and,
- (c) That the proposal for the publication of the University Magazine be postponed until after the recruitment of the full staff of the University.

8. Read letter, dated the 13th February, 1917, from Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B., regarding the duties of the Registrar of the University :

Resolved that the Registrar to be appointed should also be the Assistant Secretary of the Court, and that this should be a condition of the terms of service upon which he was to be engaged.

9. On the motion of Rai Gyanendra Nath Chakravarti Bahadur, seconded by Pandit Baldev Ram Dave, it was unanimously resolved that the Vice-Chancellor and the Pro-Vice-Chancellor be *ex-officio* members of all Committees, of which they are not already members.

10. Read proceedings of the meeting of the Ranavira Sanskrit Pathshala Committee held on the 4th November, 1916 :

Resolved that Pandit Ram Lal Misra's pay be raised from Rs. 35 to Rs. 40 per mensem and Pandit Purushottam Upadhyaya's pay be raised from Rs. 17 to Rs. 25 per mensem, as recommended by the Committee, and that the consideration of the other matters be postponed to the next meeting of the Council.

11. Read and recorded letter, dated the 9th January, 1917, from Mr. K. S. Date of Ghatampur (Holkar State), regarding the litigation about the will of Mr. N. R. Gore of Indore.

SUNDARLAL,

Vice-Chancellor.

# MINUTES OF THE MEETING OF THE SENATE.

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No. 3.

19TH FEBRUARY, 1917.—1 P.M.

Present :

1. The Hon'ble Sir Sundarlal, Rai Bahadur, Kt., B.A., LL.D.,  
C.I.E., *Vice-Chancellor, in the Chair,*
2. Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A.,  
*Pro-Vice-Chancellor,*
3. Professor Bhagavan Das, M.A.,
4. Dr. Arthur Venis, M.A., D.Litt., C.I.E.,
5. Robert Paget Dewhurst, Esq., M.A., I.C.S.,
6. Mahamahopadhyaya Pandit Yadaveshwar Tarkaratna,
7. Mahamahopadhyaya Pandit Haraprasad Shastri, M.A., C.I.E.,
8. Pandit Ramavatar Sharma, M.A.,
9. Pandit Amba Das Shastri,
10. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.,
11. Babu Nagendra Chandra Nag, M.A.,
12. Pandit Manoharlal Zutshi, M.A.,
13. Mahamahopadhyaya Dr. Ganganatha Jha, M.A., D.Litt.,
14. Professor Bertram Keightley, M.A.,
15. Professor Radha Kumud Mukerji, M.A., Ph.D., P.R.S.,
16. Professor Pundi Seshadri, M.A.,
17. Professor Phani Bhusan Adhikari, M.A.,
18. Professor Prafulla Kumar Dutt, M.A.,
19. Professor Syama Charan De, M.A.,
20. Professor Lakshmi Narayan, M.A.,
21. Professor Madhavarao Balaji Rane, M.A., and
22. Professor Satyavrata Bhattacharaya, M.A.

Before the business of the meeting was taken up,  
Babu Nagendra Chandra Nag, M.A., on behalf of the



members present, congratulated the Vice-Chancellor on, and expressed their sense of gratification at, the Knighthood conferred upon him.

The Vice-Chancellor, in reply, thanked the members present for their congratulations.

1. The minutes of the last meetings held on the 6th and 7th November, 1916, were confirmed.

2. On the motion of Mahamahopadhyaya Dr. Ganganatha Jha, seconded by Rai Gyanendra Nath Chakravarti Bahadur, it was unanimously resolved :

(a) that the following five gentlemen be assigned to the Faculty of Oriental Learning :—

1. The Hon'ble Justice Sir Asutosh Mookerjee, Kt., M.A., D.L., D.Sc., Ph.D., C.S.I., F.R.A.S., F.R.S.E., F.A.S.B.,
2. Professor Radha Kumud Mukerji, M.A., Ph.D., P.R.S.,
3. Professor Phani Bhusan Adhikari, M.A.,
4. Professor Syama Charan De, M.A.,
5. Professor Satyavrata Bhattacharya, M.A., and

(b) that the undermentioned gentlemen be assigned to the Faculty of Theology :—

1. The Hon'ble Justice Sir Asutosh Mookerjee, Kt., M.A., D.L., D.Sc., Ph.D., C.S.I., F.R.A.S., F.R.S.E., F.A.S.B.,
2. Professor Radha Kumud Mukerji, M.A., Ph.D., P.R.S.,
3. Professor Phani Bhusan Adhikari, M.A.,
4. Mahamahopadhyaya Pandit Haraprasad Shastri, M.A., C.I.E.,
5. Pandit Ramavatar Sharma, M.A.

3. On the motion of Professor Radha Kumud Mukerji, seconded by Professor Phani Bhusan Adhikari, it was unanimously resolved that the consideration of the reports of the Faculties as to courses be postponed for the present and that they be printed and circulated to the members for their full consideration.

4. Read letter, dated 13th February, 1917, from Rai Gyanendra Nath Chakravarti Bahadur, proposing the addition of the following section to the Regulations, under

Chapter IV of the Regulations of the Benares Hindu University :—

“Each Board may co-opt as many members, not exceeding the number of members appointed by the Faculty constituting it, as it may deem necessary. The members so co-opted shall hold office till the Board is reconstituted by the Faculty concerned.”

5. The Vice-Chancellor pointed out that this was in the original draft Regulations, but had to be dropped. He suggested that the matter might be considered at a subsequent meeting.

Rai Gyanendra Nath Chakravarti Bahadur then withdrew his proposal.

6. The Vice-Chancellor then referred to Resolution No. 2 (1) of the Council by which the Financial Scheme was referred to the Senate for its consideration.

After due consideration of the matter, it was unanimously resolved that the Financial Memorandum be referred to the Boards of Studies, with the request that they should make their reports to the Senate at an early date and that each Board be requested to consider the memorandum with reference to its own special subject, as also in connection with other subjects.

It was also resolved that the reports when received be laid before the Syndicate and submitted through it to the Senate for consideration.

SUNDARLAL,  
*Vice-Chancellor.*

# MINUTES OF THE MEETING OF THE FACULTY OF ORIENTAL LEARNING.

No. 3.

6TH APRIL, 1917—12 NOON.

Present :

Mahamahopadhyaya Dr. Ganganatha Jha, M.A., D.Litt., M.R.A.S.,  
*Dean of the Faculty, in the Chair,*

Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A., *Pro-  
Vice-Chancellor,*

The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL. B.,  
Mahamahopadhyaya Pandit Haraprasad Shastri, M.A., C.I.E.,  
F.A.S.B.,

Professor Bhagavan Das, M.A.,

Professor Radha Kumud Mookerji, M.A., Ph.D., P.R.S.,

Pandit Ramyatna Ojha,

Pandit Ambadas Shastri,

Pandit Muralidhar Jha,

Professor Phani Bhushan Adhikari, M.A.,

Professor Syama Charan De, M.A.,

Professor Satyavrata Bhattacharya, M.A.,

Pandit Arjuna Misra,

Pandit Prabhudutt Shastri,

Pandit Vamacharan Bhattacharya, and

Pandit Jayadeva Misra.

1. The minutes of the last meeting held on the 17th February, 1917, were confirmed.

2. Read a letter from Pandit Nityanand Pant, expressing his inability to continue to serve on the Faculty on account of ill-health.

Resolved that his name be retained on the Faculty till the next Annual Meeting.

3. The courses of study were next considered and with certain modifications they were accepted, a portion on the first day, another portion at an adjourned sitting at 3 P.M., on Saturday, the 7th April, 1917, and the rest at another adjourned sitting at 10 A.M., on Sunday, the 8th April, 1917 (*vide* Appendix A.)

4. In regard to *Ayurveda*, it was resolved that its consideration be postponed, in view of the fact that other members of the Board of Study had not expressed any opinion on the scheme suggested by Mahamahopadhyaya Kaviraj Gananath Sen.

GANGANATHA JHA,  
*Dean of the Faculty.*

## APPENDIX A.

*Recommendations of the Boards of Studies appointed by the Faculty of Oriental Learning, as revised and adopted by the Faculty.*

# प्राच्य विद्या-विभाग

FACULTY OF ORIENTAL LEARNING.

## प्रवेशिका परीक्षा

( i ) संस्कृत—वाल्मीकीयरामायणम्—सर्ग १

रघुवंशः—सर्ग १-५

अथवा—वेदसंहिता सस्वरा ( शुक्लयजुष् ५ अध्यायाः; अथवा  
कुष्णयजुष् ५ अध्यायाः; अथवा ऋक् पवमानसूक्तम् ; अथवा  
सामन्—रुद्राध्याय; अथवा अथर्वन् ५ अध्यायाः

पञ्चतन्त्रम् ( परिष्कृतम् )

लघुकौमुदी—अथवा अष्टाध्यायी, शब्दरूपावली, धातु-  
रूपावली, धातुपाठः, समासचक्रम् ;—अथवा संचिप्त-  
सारः—अथवा प्रयोगरत्नमाला;—अथवा जैनेन्द्रवृत्तिः—  
अथवा सारस्वतम् ( पूर्वार्धम् ) चन्द्रिका ( उत्तरार्धम् );  
—अथवा मुग्धबोधः;—अथवा कलापः;—अथवा  
सुपन्नव्याकरणम् ;—अथवा प्रक्रियाकौमुदी;—अथवा  
भाषावृत्तिः ।

( ii ) देशीयभाषा—प्रबन्धरचना तथा अनुवादः

हिन्दी—रामचरितमानस—सीयस्वयंवर

हिन्दी महाभारत ( महावीरप्रसाद द्विवेदी वा रामनरेश त्रिपाठी )

( निर्दिष्टांश )



बंगला—सीतारवनवास—भारतभिच्चा—आठटि गल्प  
 गुजराती—करणवेलो—काव्यदोहन  
 मराठी—गद्यरत्नमाला—सभापर्व ( मोरोपन्त )  
 उरिया—प्रबन्धमाला—कवितासंग्रह  
 तेलुगू—नीतिचैदिकासन्धि—फस्करसतकम्

- |                               |        |   |
|-------------------------------|--------|---|
| (iii) अङ्कगणित—               | } अथवा | (iii) अमरकोशः, अथवा<br>निघण्टुः             |
| (iv) भारतवर्ष का इतिहास भूगोल |        | (iv) तर्कसङ्ग्रहः अथवा<br>न्यायदीपिका (जैन) |

अधोनिर्दिष्टेभ्य एकतमो विषयः ( ऐच्छिकः )

- ( a ) इंग्लिश (Lower Middle Standard of the U. P.)  
 ( b ) चित्रण—हस्तकौशल  
 ( c ) कृषिविद्या—क्षेत्रमापन } हिन्दी } Matriculation Standard.

## मध्यमा ( २ वर्ष )

- ( i ) संस्कृते—वाल्मीकीयं रामायणम् (सुन्दरकाण्डम्, सर्गाः १६-४०)  
 मनुस्मृतिः (ब्रह्मचारिगृहस्थधर्माः )  
 रघुवंशः (सर्ग १०—१५)  
 ( ii ) हिन्दी—प्रबन्धरचना तथा अनुवादः  
 पाठ्यग्रन्थाः—  
 ( iii ) अधोनिर्दिष्टानामकारादिचिह्नितानामेकतमम्  
 ( अ ) व्याकरणसाहित्ययोः—सिद्धान्तकौमुदी अथवा काशिका  
 न्यायमुक्तावली—द्रव्यनिरूपणपर्यन्ता  
 दशकुमारचरिते विश्रुतचरितम्  
 उत्तरचरितम्

शिशुपालवधम् ( सर्ग १—२ )

किरातार्जुनीयम् ( सर्ग १—३ )

काव्यादर्शः

वामन—काव्यालङ्कारसूत्रम्

(क) न्यायवैशेषिकयोः—गौतमसूत्रं वृत्तिसहितम् ( अध्याय १ )

वैशेषिकसूत्रम्—उपस्कारसहितम्—( अध्याय १ )

न्यायमुक्तावली

सिंहव्याघ्रलक्षणम् ( जागदीश्याः )

पञ्चलक्षणी ( जागदीश्याः )

सिद्धान्तलक्षणम् ( जागदीश्याः )

(च) पूर्वमीमांसायाम्—जैमिनिसूत्रम् मीमांसाकुतूहलसहितम्

( अध्याय १—३ )

न्यायमालाविस्तरः ( अध्याय १—३ )

शास्त्रदीपिकायास्तर्कपादः

मीमांसापरिभाषा

मीमांसान्यायप्रकाशः ( आपदेवी )

कात्यायनश्रौतसूत्रम्

न्यायमुक्तावली—द्रव्यनिरूपणपर्यन्ता

( ट ) वेदान्ते—ब्रह्मसूत्रं सभाष्यम् ( अध्याय १, २, पाद १, २ )

वेदान्तपरिभाषा

पञ्चदशी

मीमांसासूत्रम्—तर्कपादः ( मीमांसाकुतूहलसहितः )

न्यायमुक्तावली द्रव्यनिरूपणपर्यन्ता

भगवद्गीता ( शांकरभाष्यम् )

( त ) विशिष्टाद्वैतद्वैतवेदान्तयोः—ब्रह्मसूत्रम् श्रीभाष्यसहितम्

अथवा अणुभाष्यसहितम् अध्याय १

वेदान्ततत्त्वसारः

वेदार्थसङ्ग्रहः

माध्वसिद्धान्तसारः

भगवद्गीता ( रामानुजभाष्यम् अथवा

माध्वभाष्यम् )

न्यायमुक्तावली—द्रव्यनिरूपणपर्यन्ता

( प ) सांख्ययोगयोः—सांख्यसूत्रं सभाष्यम्

सांख्यकारिका-गौडपादभाष्यम्

सांख्यतत्त्वकौमुदी

सांख्यचन्द्रिका

सांख्यसारः

योगसूत्रम्—भोजवृत्तिसहितम्

योगसारसंग्रहः

न्यायमुक्तावली—द्रव्यनिरूपणपर्यन्ता

( य ) धर्मशास्त्रे—

मनुस्मृतिः

याज्ञवल्क्यस्मृतौ आचारकाण्डं समिताक्षरम्

पराशरस्मृतिः

पारस्कर-गृह्यसूत्रम्

आपस्तम्ब-धर्मसूत्रम्

मीमांसासूत्रम् (मीमांसाकुतूहलसहितम्) अध्याय १-३

मीमांसापरिभाषा

न्यायमुक्तावली—द्रव्यनिरूपणपर्यन्ता

( श ) ज्योतिषे—

लीलावती ( पाटीगणितसहिता )

बीजगणितम् ( अव्यक्तगणितप्रथमभागसहितम् )

ग्रहलाघवम् ( सूर्यग्रहणान्तम् )

रेखागणितम् ( अध्याय १—४ )

फलितसंग्रहः

( च ) आयुर्वेदे—

अथवा अधोनिर्दिष्टेभ्यः 'अ' 'क' 'च' चिह्नितेभ्यो वर्गोभ्यः किमप्येकं त्रिकम्

( अ ) ( a ) इंग्लिश—(Matriculation Standard)

( b ) इतिहास (India and England)—भूगोल  
(World)

( c ) दर्शन—पाश्चात्य

( d ) गणित—आधुनिक

अथवा ( क ) ( a ) इंग्लिश

( b ) गणित

( c ) पदार्थविद्या

( d ) रसायनशास्त्र

( e ) वनस्पतिशास्त्र

हिन्दी

अथवा ( च ) ( a ) आयुर्वेद

( b ) वनस्पतिशास्त्र

(c) शरीरविज्ञान

(d) रसायनशास्त्र

## शास्त्री ( ३ वर्ष )

(i) संस्कृते—

ऐतरेयब्राह्मणम् ( निर्दिष्टांशम् )

छान्दोग्योपनिषद्

वाल्मीकीयरामायणे—बालकाण्डम्

महाभारते—अनुशासनपर्व ( निर्दिष्टांशम् )

(ii) हिन्दो—प्रबन्धरचना तथा अनुवादः

पाठ्यग्रन्थाः—

(iii) अधोनिर्दिष्टानामकारादिचिह्नितानामेकतमत्

(अ) व्याकरणसाहित्ययोः—

महाभाष्य-नवाह्निकम्

सिद्धान्तकौमुदी ( स्वरवैदिकीप्रक्रिया )

मनोरमा सशब्दरत्ना ( अव्ययीभावपर्यन्ता )

अथवा शब्दकौस्तुभः ( नवाह्निकपर्यन्तः )

परिभाषेन्दुशेखरः

वैयाकरणभूषणम्

लघुमञ्जूषा

शब्देन्दुशेखरः ( अव्ययीभावपर्यन्तः )

काव्यप्रकाशः

दशरूपकम्

पिङ्गलसूत्रम्

प्राकृतप्रकाशः



स्वप्नवासवदत्तम्  
 प्रतिज्ञायौगन्धरायणम्  
 मुद्राराक्षसम्  
 मृच्छकटिकम्  
 रामायण-चम्पूः  
 कादम्बरी ( पूर्वार्धमात्रम् )  
 निरुक्ते दैवतं काण्डम्

( क ) वैदिकग्रन्थाः—ऋग्वेदस्य—अष्टकम् १ सायणीयभाष्यसहितम्  
 शुक्लयजुर्वेदस्य—अध्यायाः १—२० महिधरभाष्य-  
 सहिताः

कृष्णयजुर्वेदस्य अध्यायाः १० सायणभाष्यसहिताः  
 शतपथब्राह्मणम् ( काण्ड १, ७ )  
 बृहदारण्यकोपनिषद्  
 सायणीया—ऋग्वेदभाष्यभूमिका  
 चरणव्यूहः  
 निरुक्तम्

( च ) पूर्वमीमांसायाम्—शबरभाष्यम्  
 श्लोकवार्तिकम्  
 तन्त्रवार्तिकम्  
 प्रकरणपञ्चिका  
 भाट्टभास्करः  
 तैत्तिरीयसंहिता  
 तैत्तिरीयब्राह्मणम्

( ट ) वेदान्ते

ब्रह्मसूत्रं शारीरकभाष्यसहितम्

भामत्याः कल्पतरुपरिमलसहितायाश्चतुस्सूत्रीमात्रम्

दशोपनिषदः सभाष्याः

श्रीभाष्ये—चतुस्सूत्री

विवरणप्रमेयसंग्रहः

सिद्धान्तलेशः

अद्वैतसिद्धौ मिथ्यात्वनिरुक्तिः

चित्सुखी ( परिच्छेद १ )

खण्डनखण्डखाद्यम् ( परिच्छेद १ )

( व ) विशिष्टाद्वैतद्वैतवेदान्तयोः

ब्रह्मसूत्रं श्रीभाष्य—[अथवा अणुभाष्य अथवा निम्बार्कभाष्य]—

शतदूषणी

सहितम्

दशोपनिषदः सभाष्याः

वेदार्थतत्त्वसारः

तत्त्वमुक्ताकलापः

भगवद्गीता—रामानुजटीका—अथवा जयतीर्थीटीका—

अथवा केशवकाश्मीरीटीका

निर्णयामृतम्

न्यायामृतम्

माध्वसिद्धान्तसारः अथवा निम्बार्कमतप्रतिपादकः

कश्चित्प्रकरणग्रन्थः

ब्रह्मसूत्रशांकरभाष्यम्—अध्याय १, २ ( पाद १, २ )

( प ) न्यायवैशेषिकयोः—

न्यायसूत्रं भाष्य—वार्तिक—तात्पर्यसहितम्

वैशेषिकसूत्रम् सोपस्करम्

न्यायकुसुमाञ्जलिः ( गद्यपद्यात्मकः )

आत्मतत्त्वविवेकः ( समुपलभ्यमानोऽंशः )

व्युत्पत्तिवादे—प्रथमाद्वितीयाप्रकरणे

शक्तिवादः ( सामान्यकाण्डान्तः )

शब्दशक्तिप्रकाशिका

जागदीश्याः—अवच्छेदकत्वनिरुक्ति—

व्यधिकरण-पक्षता—प्रकरणानि

गादाधर्याः—सामान्यनिरुक्ति—सव्यभिचार—

अवयव ( प्रतिज्ञालक्षणपर्यन्त )—प्रकरणानि

माथुर्याः—प्राभाष्यवादप्रकरणम्

( य ) सांख्ययोगयोः—योगभाष्यम्—वाचस्पत्यसहितम्

योगवार्तिकम्

शारीरकभाष्यम् ( अध्याय २, पाद १, २ )

श्रीभाष्यम् ( अध्याय २ पाद १, २ )

भगवद्गीता गूढार्थदीपिकासहिता

सनत्सुजातभाष्यम्

सर्वदर्शनसंग्रहः

दशोपनिषदः सभाष्याः

देवीभागवतम् ( निर्दिष्टांशम् )

श्रीमद्भागवतम् ( निर्दिष्टांशम् )

महाभारतम् ( शान्तिपर्वणि-मोक्षधर्मप्रकरणम्

निर्दिष्टांशम् )

योगवासिष्ठम् ( निर्दिष्टांशम् )

( श ) धर्मशास्त्रे—

याज्ञवल्क्यस्मृतौ व्यवहारप्रायश्चित्ताध्यायौ—

मिताचारासहितौ

पराशरस्मृतेराचाराध्यायः ( माधवीयटीकासहितः )

विष्णु-गौतम-वसिष्ठस्मृतयः

दत्तकमीमांसा—दत्तकचन्द्रिका च

श्राद्धविवेकः ( रुद्रधरकृतः शूलपाणिंकृतो वा )

व्यवहारमयूखः

प्रायश्चित्तविवेकः शूलपाणिंकृतः

निर्णयसिन्धोः प्रथमः परिच्छेदः । अथवा रघुनन्दन-  
कृते स्मृतितत्त्वे उद्गाह-तिथि-मलमासैकादशीशुद्ध्या-  
ह्निकतत्त्वानि । अथवा श्राद्धचिन्तामणि-तिथि-  
चिन्तामणि-विवादचिन्तामणयः

दायभागो जीमूतवाहनस्य अथवा वीरमित्रोदये

व्यवहारप्रकाशः

जैमिनीयन्यायमालाविस्तरः ( अध्यायाः १—३ )

(स) ज्यौतिषे—

सूर्यसिद्धान्तः

रेखागणिते ५, ६, ११, १२ अध्यायाः

चापीयत्रिकोणमितिः

सिद्धान्तशिरोमणिः

केतकीमूलम्

तत्त्वविवेकः ( उत्तरार्धम् )

गोलोचरेखागणितम्

त्रिकोणमितिः

अथवा

ज्योतिर्विदाभरणम्

हायनरत्नम्

समरसारः

जैमिनीयसूत्रम्

बृहज्जातकम्

बृहत्संहिता

( निर्दिष्टांशा )

केशवी

वसन्तराजः

(ह) आयुर्वेदे—

# HISTORY, PALEOGRAPHY, EPIGRAPHY.

---

Vincent Smith's History of Ancient India (excluding passages containing disparaging remarks on Hindu Religion).

Ashoka Inscriptions.

Gupta Inscriptions.

Buhler's Indian Paleography ( with Plates ).

Roman History to 476 A. D. } Sanderson's.  
Greek History. }

Indian History—Musalman Period.

Ditto —British Period.

Kautilya's Arthashastra.

Shukraniti.

Rajatarangini.

Râmacharita ( Memoirs : Asiatic Society of Bengal ).

Navasâhasânkacharita.

Vikramânkacharita.

Prithvirâjacharita ( Asiatic Society of Bengal ).

Harşacharita.

*Candidates shall be required to decipher Indian Inscriptions from facsimiles.*



# PRAKRIT AND PALI.

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## Grammar—

Kaccayana's Pali Vyakarana.

Vararuchi's Prakrita-Prakasa.

Canda's Prakrita Lakshana.

## Prose—

Jataka-puppha-mala (R. G. Bhadkamkar).

Upasakadasao (Bibliotheca Indica Edition, by Dr. Hoernle).

## Poetry—

Dhammpada.

Kumarapalacharita.

## Philosophy—

Abhidammatha-samgraha (Pali Text Society's Edition).

The Six Pahudas of Kundakundacaryya.

Haribhadra's Saddarsana-Samuccaya, Buddhist and Jaina sections only with Gunaratna's Commentary (Bibliotheca Indica Edition).

E. Muller's Pali Grammar (Phonetics only).

# ENGLISH.

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M. A. Course (Hindu University).

## शास्त्राचार्यपरीक्षा

- १—शास्त्रिपरीक्षोत्तार्णशस्त्रात्रो वर्षद्वयानन्तरं शास्त्राचार्यपरीक्षाप्रवेशार्हो भविष्यति ।
- २—वर्षद्वयं यावत् तेन शास्त्रिपरीक्षाशास्त्राणां ( इंग्लिशभाषावर्जम् ) अन्यतमे शास्त्रे सम्यग्व्यवसायो विश्वविद्यालये कृतइत्येतदर्थबोधकं प्रमाणमपेक्षितम्भविष्यति ।
- ३—प्राच्यविद्याविभागसमित्या निर्णीते कस्मिंश्चिच्छास्त्रोये विषये तेन-स्वतन्त्रकल्पनाशक्तिसूचकः प्रबन्धो लेख्यः । अयम्प्रबन्धः प्राच्य-विद्याविभागसमित्या निर्दिष्टेन परीक्षकत्रयेण परीक्षिष्यते ।
- ४—स्वप्रबन्धविषये तत्सम्बद्धविषयान्तरे च परीक्षकेच्छानुसारेण लेख-परीक्षा वाक्परीक्षोभयपरीक्षा वा भविष्यति ।
- ५—परीक्षकसमितिः प्रबन्धम्परीक्षापत्राणि च निरीक्ष्य छात्रस्य योग्यता-विषये स्वमतनिर्णयं करिष्यति ।
- ६—योग्यतापन्नानाञ्छात्राणाम्प्रबन्धा मुद्रयिष्यन्ते ।

# MINUTES OF THE MEETING OF THE FACULTY OF THEOLOGY.

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No. 3.

6TH APRIL, 1917—3 P.M.

Present :

Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A., *Dean of the Faculty, in the Chair.*

Mahamahopadhyaya Dr. Ganga Nath Jha, M.A., D.Litt., M.R.A.S.,  
The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,

Pandit Ambadas Shastri,

Babu Bhagavan Das, M.A.,

Pandit Prabhudutt Shastri,

Pandit Muralidhar Jha,

Pandit Ramyatna Ojha,

Pandit Annadacharan Tarkachudamani

Professor Phani Bhushan Adhikari, M.A.,

„ Radha Kumud Mukerjee, M.A., Ph. D., P.R.S.,

Pandit Jayadeva Misra, and

Mahamahopadhyaya Pandit Haraprasad Shastri, M.A., C. I. E.

1. The courses of study were considered and with alterations accepted—a part at this meeting and the rest at adjourned sittings, on Saturday and Sunday (*vide* Appendix A.)

2. It was suggested by several members that some changes in the Regulations were necessary: but, as no definite proposals were formulated, the consideration of the subject was held in abeyance.

ADITYARAM BHATTACHARYA,

*Dean of the Faculty.*

## APPENDIX A.

*Recommendations of the Boards of Studies appointed  
by the Faculty of Theology, as revised and adopted  
by the Faculty.*

### धर्म-विज्ञान-विभाग प्रवेशिका (प्राच्य विभागवत्)

#### मध्यमा ( २ वर्ष )

- ( i ). संस्कृत (प्राच्यविभागवत्)—तथा च ऋग्वेदसंहिताया अष्टकानि  
१-४ (सस्वराणि)—अथवा यजुर्वेदसंहिता  
सस्वरा—अथवा सामवेदगानम्  
मनुस्मृतिः—आश्रमचतुष्टयधर्माः  
पुराणे—मात्स्याग्नेययोर्निर्दिष्टांशः  
भारतवर्षस्येतिहासः ( प्राचीनो नवीनश्च )  
वैयाकरणसिद्धान्तकौमुदी ( अव्ययान्ता )  
अथवा काशिका ( अध्याय १, २ )  
( ii ) गृह्यसूत्रं ( स्वशाखीयम् ) ( विवाह-  
प्रकरणपर्यन्तम् )  
( iii ) मुहूर्तचिन्तामणौ ( संस्कारविवाहप्रकरणे )  
( iv ) ग्रहयागः  
संस्कारभास्करः ( कर्मकाण्डभागः )

#### स्मृतिरत्न ( ३ वर्ष )

- ( i ) वेदः ऋक् ( अष्टकानि १-४ ) सभाष्या  
यजुर्वेदः ( अध्याय १-२० ) सभाष्यः  
साम ( सभाष्यम् गानसहितम् )  
( ii ) गृह्यसूत्रम् }  
प्रातिशाख्यम् } स्वशाखीयम्

सिद्धान्तकौमुदी (उणादिवर्जम्) अथवा काशिका (अध्याय ३-८)  
सर्वानुक्रमसूत्रम्

निरुक्तम् ( अध्यायाः १, २, ३ )

याज्ञवल्क्यस्मृतौ ( आचारकाण्डम् समिताक्षरम् )

(iii) पुराणे—मात्स्यागनेययोर्निर्दिष्टांशः

(iv) सर्वसिद्धान्तसंग्रहः ( मद्रासनगरे रङ्गाचार्येण संस्कृतः )

( v ) तर्कसङ्ग्रहो न्यायबोधिनीसहितः

( vi ) मीमांसापरिभाषा

( vii ) भगवद्गीता श्रीधरीसहिता

### धर्मशास्त्री ( ३ वर्ष )

( i ) स्मृतिरत्नवत् सर्वम्

( ii ) ब्राह्मणम्, ( स्वशास्त्रीयम् )

श्रौतसूत्रम् ( सोमान्तम् ) ( स्वशास्त्रीयम् )

दर्शपूर्णमासपद्धतिः ( स्वशास्त्रीया )

(iii) शतपथेवृहदारण्यक काण्डम्

(iv) शुल्वसूत्रम्

कुण्डरत्नावली

जटापटलम्

### स्मृतिसागरपरीक्षा

शास्त्राचार्यपरीक्षानियमा अत्रानुसन्धेयाः

### धर्माचार्यपरीक्षा

१—धर्मशास्त्रिपरीक्षोत्तीर्णश्छात्रो वर्षद्वयानन्तरं धर्माचार्यपरीक्षाप्रवेशार्हो भविष्यति ।



२—धर्मशास्त्रपरीक्षाविषयेष्वधोनिर्दिष्टविषयेषु च विश्वविद्यालये तेन  
व्यवसायः कृत इत्येतदर्थबोधकं प्रमाणमपेक्षितम्भविष्यति ।

शाखान्तरीया वेदसंहिताः सभाष्याः

पूर्वमीमांसाभाष्यम्

प्रधानदर्शनशास्त्राणि

पुराणानि इतिहासश्च

स्मृतयः

आगमशास्त्रम्—शाक्तं वैष्णवं शैवं च

भगवद्गीता

ब्रह्मसूत्राणि

प्रधाना उपनिषदः

} नानाभाष्यसंहिताः

प्रधानधर्मशास्त्रनिबन्धाः

श्रौतसूत्राणि नानाशास्त्रीयानि

तडागोत्सर्गादिपद्धतयः

# MINUTES OF THE MEETING OF THE SYNDICATE.

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No. 3.

6TH APRIL 1917.—5 P.M.

## Present:

1. The Hon'ble Sir Sundarlal, Rai Bahadur, Kt., C.I.E., B.A.,  
LL.D., *Vice-Chancellor, in the chair,*
2. Mahamahopadhyaya Pandit Aditya Ram Bhattacharya, M.A.,  
*Pro-Vice-Chancellor,*
3. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
4. Rai Gyanendra Nath Chakarvarti Bahadur, M.A., LL.B.,
5. Mahamahopadhyaya Dr. Ganganatha Jha, M.A., D.Litt.,  
M.R.A.S.,
6. Babu Bhagavan Das, M.A.,
7. Professor Bertram Keightley, M.A., Bar-at-law.
8. Professor Radha Kumud Mukerji, M.A., Ph.D., P.R.S.
9. Professor Pundi Seshadri, M.A.,
10. Professor Syama Charan De, M.A.,
11. Professor Phani Bhushan Adhikari, M.A.,
12. Professor Lakshmi Narayan, M.A.,
13. Professor Prafulla Kumar Dutt, M.A., and
14. Professor Madhava Rao Balaji Rane, M.A.

1. The minutes of the last meeting held on the 17th February, 1917, were confirmed.

2. Read report of the Sub-Committee appointed for selecting a person for the post of Librarian :

Resolved that the Vice-Chancellor be requested to interview the gentlemen selected and such other gentlemen as he might think necessary, and to recommend one of them to the Council for appointment, on such terms

as he might consider proper, without further reference to the Syndicate.

3. Resolved that the consideration of the question of the constitution of a Faculty of Commerce do stand over for the present.

4. Resolved that the question of the establishment of a Faculty of Agriculture be referred to the Finance Committee for examination and report from the financial point of view.

5. Read letter, dated the 12th January, 1917, from Babu Atul Chandra Bhakta, suggesting the opening of a Deaf and Dumb School.

Resolved that Babu Atul Chandra Bhakta be informed that the proposal is one outside the scope of the University.

6. Resolved that the draft scheme for a course of Domestic Science prepared and submitted by Miss K. Browning, M.A. (*vide* Appendix A), be referred to the Faculty of Arts for consideration and report.

SUNDARLAL,

*Vice-Chancellor.*

APPENDIX A.  
THEOSOPHICAL GIRLS' COLLEGE.  
BENARES, INDIA.

*Principal—*

MISS K. BROWNING, M.A.

*Secretary and Treasurer—*

MISS F. ARUNDALE,

*Shanti Kunja.*

*March 26th, 1917.*

To

THE REGISTRAR,  
BENARES HINDU UNIVERSITY,  
Allahabad.

SIR,

In reply to your letter of February 26th, 1917, I beg to enclose a Draft Scheme for a course of Domestic Science which might be made an optional subject for the Intermediate and B. A. degrees. I have founded it on the schemes laid down in Schools of Domestic Economy in England—though I have not recommended any set books, as I am not acquainted with publications specially suited for Indian students. Those dealing with conditions in England would have to be much modified for Indian work—and it is possible that the students would have to rely on lectures till suitable books were available in some subjects.

I might suggest with regard to the practical work, such as bandaging, that the certificates of the Red Cross or St. John's Ambulance Societies could be taken as evidence of proficiency. This would encourage the formation of classes for women under the auspices of the above-named societies, or special examinations might be held by the University.

I should be glad to give any further assistance if necessary, for the longer I remain in India the more convinced do I become of the necessity for scientific knowledge of household economy for Indian wives and mothers.

Yours faithfully,

K. BROWNING.

Since writing the above, I have received notice that sample copies of various books on Hygiene, etc., are being sent to me, so I may be able to find some suitable for the course.

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## DOMESTIC SCIENCE.

### INTERMEDIATE—THREE PAPERS.

#### *I.—Physiology.*

The skeleton; muscular system; circulation; digestion; respiration; glandular system; senses and nerves; and excretory system.

*Practical work*, as given in the First Aid Manuals of the Red Cross or St. John's Ambulance Societies. These include bandaging, treatment of bites, first aid in cases of poisoning, etc.

#### *II.—Hygiene.*

Ventilation of private and public buildings; sanitation; watersupply; disposal of refuse; food storage; lighting and heating; soap and laundry; beds and bedding; child welfare; simple medicines and their effects; vermin and their destruction; bacteria and disinfection.

*Practical work*—as given in the Nursing Manuals of the Societies mentioned above which include—use of clinical thermometers, poultices, fomentations and invalid cookery, etc.

#### *III.—Dietetics.*

Economic values of foods.

Physiological values of foods.

Well-balanced meals.



Metabolism.

Physiological action of stimulants.

Narcotics and condiments.

*Practical work*—cooking of Indian meals and laboratory experiments.

#### DOMESTIC SCIENCE.

##### B. A.—THREE PAPERS.

Two from either section A or B, one in section C

A. *Psychology*.—General psychology; Study of the Child mind; Systems of Education.

*Ethics*.—Greatest good or end of mankind; Principles of Conduct (individual and social); Sanctions of Conduct; Treatment of Offenders (juvenile and adult); Reformatories and Prisons.

B. *Sociology and Civics*.—Relation of the Individual to the State; Systems of Government; Socialism and Social Ideals; Care of the Poor, Sick, Insane and Aged; Trades Unions; Co-operation and Labour problems; Means of communication.

*Political Economy* and economics, with special reference to Indian problems.

Wages; Exchange and Money; Supply and Demand; Production; Hand and Machine work; Land; Rent and Tenure; Capital.

C. *Biology*.—Structure, physiology and life history of plants and animals; Cell theory; Reproduction; Heredity; Variation; Organic evolution.

Microscopic and laboratory work.

All papers to be judged by the strict B. A. Standard.

# MINUTES OF THE MEETING OF THE FACULTY OF ARTS.

## No. 3.

7TH APRIL, 1917—12 NOON.

### Present :

1. The Hon'ble Sir Sundarlal, Rai Bahadur, Kt., C.I.E., B.A.,  
LL.D., *Vice-Chancellor, in the Chair,*
2. Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A.,  
*Pro-Vice-Chancellor,*
3. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
4. The Hon'ble Dr. Tej Bahadur Sapru, M.A., LL.D.,
5. Professor Bertram Keightley, M.A., Bar-at-Law,
6. Professor Bhagavan Das, M.A.,
7. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.,
8. Mahamahopadhyaya Pandit Haraprasad Shastri, M.A., C.I.E.,  
F.A.S.B.,
9. Mahamahopadhyaya Dr. Ganga Nath Jha, M.A., D.Litt.,  
M.R.A.S.,
10. Professor Radha Kumud Mukerji, M.A., Ph.D., P.R.S.,
11. Professor P. Seshadri, M.A.,
12. Professor Phani Bhushan Adhikari, M.A.,
13. Professor Syama Charan De, M.A.,
14. Professor Lakshmi Narain, M.A.,
15. Professor Satyavrata Bhattacharya, M.A.,
16. Professor Sri Prakasa, B.A. (Bar-at-Law),
17. Dr. T. K. Laddu, M.A., Ph.D.,
18. Dr. Ganesh Prasad, M.A., D.Sc.,
19. Professor Bireshwar Banerji, M.A.,
20. Professor Bejoy Kumar Sarkar, B.A.,
21. Professor Nilkamal Bhattacharya, M.A.,
22. Babu Raghubir Prasad Varma, M.A., C.E., and
23. Professor Guru Prasanna Bhattacharya, M.A., *Vedant-Shastri.*

1. The minutes of the last meeting, held on the 17th February, 1917, were confirmed.

2. Read and recorded a letter, dated the 2nd March, 1917, from Pandit V. Swaminath Aiyar of Madras, suggesting the name of Mr. V. Subba Rao for appointment on the Board of Studies in Telugu.

3. Mr. P. B. Adhikari stated that in the proposals made by the various Boards of Studies there was no uniformity as regards the number of subjects and papers for the different examinations, and proposed that a joint meeting of the Boards be convened to secure some sort of uniformity.

Mahamahopadhyaya Dr. Ganganatha Jha observed that the proposed joint meeting of Boards will be as large as the meeting of the Faculty itself. It was desirable, to save time, to consider in the present meeting of the Faculty the question of securing uniformity as regards the number of papers.

On the Vice-Chancellor explaining that it would be more convenient to members who had come from long distances to consider the question now, Mr. P. B. Adhikari withdrew his proposal.

4. On the motion of the Hon'ble Pandit Madan Mohan Malaviya, seconded by Mr. Seshadri, it was resolved to take up for consideration the recommendations of the Board of Studies, subject by subject, and to determine at the same time the number of papers in each subject, and the time to be allotted for answering each paper.

5. Mr. Seshadri, the Convener of the Board of Studies in English, moved that the recommendations of the Board of Studies in that subject be adopted.

(a) After some discussion the Faculty resolved that in all papers in English for any of the University examinations, alternative questions be set to the extent of at least half the total number of questions, and that in the Admission Examination, the time for answering each paper in English be extended to three hours, and that the distribution

of subjects over the papers be changed—so as to have one paper on Poetry, and another on Prose—these papers to be based upon text-books prescribed by the University. Each of the said papers to have also questions on English usage and idiom bearing on the texts. That the third paper be on English Composition based on the subject-matter of books recommended for general or non-detailed study. Further, the Faculty adopted the text-books recommended by the Board of Studies in English for the Admission Examination.

(b) The Faculty adopted the recommendations of the Board of Studies in English for the Intermediate Examination, with this modification only that the time allotted for answering each paper in English was raised to three hours.

(c) The recommendations of the Board of Studies in English for the examination for the degree of Bachelor of Arts were adopted with the following modifications :—

- (1) Shakespeare's *Henry V* was added to the books recommended in English Poetry ;
- (2) Books I and II of Milton's *Paradise Lost* were substituted for Milton's *Comus* ;
- (3) As regards ' non-detailed ' study, *Burke's Speech on the Conciliation of America* was substituted for Thackeray's *Vanity Fair*.

(d) The recommendations of the Board of Studies in English for the examination for the degree of Bachelor of Science were adopted, subject to the modification that, instead of omitting Newman's *Idea of a University*, Burke's *Speech on the Conciliation of America* be omitted.

(e) It was also resolved to omit the words "All else as in B. A. degree examination," under the heading "B.Sc. degree examination."

(f) On the motion of Professor Seshadri, seconded by Mr. Keightley, the consideration of the question of the Honours Course for the B.A. Examination in English was postponed.

(g) The recommendations of the Board for the examination for the degree of Master of Arts were next considered.

(i) The motions to add Books V and VI of Milton's *Paradise Lost* in Poetry, Paper I, and to substitute Pope's *Essay on Man* for Pope's *Essay on Criticism* were lost.

(ii) The proposal to replace *Selections from Wordsworth, Part I* (Macmillan & Co.), for Watson's *Wordsworth's Grave* in Poetry, Paper II, was adopted.

(iii) The proposal to drop Tagore's *Gardener* in Poetry, Paper II, was lost.

(iv) The proposal to substitute William Savage Landor's *Imaginary Conversations* (Scott's Library) for De Quincey's *Confessions of an Opium Eater* in Prose, Part II, was adopted.

(v) In Drama, Part II, the proposal for the substitution of Bernard Shaw's *Captain Brasbound's Conversion* for his *Candida* was adopted.

(vi) The proposal to substitute Carlyle's *Essays on Burn & Scott* for Wordsworth's *Prefaces*, in the paper on Criticism, was lost.

(vii) The proposal to drop "Fiction" as a separate paper was carried by majority.

6. It was resolved to adjourn the meeting to April 8th, 1917, to meet at 12 noon.

SUNDARLAL,

*Vice-Chancellor and Dean of the Faculty.*



# MINUTES OF THE MEETING OF THE FACULTY OF SCIENCE.

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## No. 3.

7TH APRIL, 1917—3 P.M.

### Present :

1. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B., *Dean of the Faculty, in the Chair.*
2. Professor Prafulla Kumar Dutt, M.A.,
3. Professor Syama Charan De, M.A.,
4. Professor Lakshmi Narayan, M.A.,
5. Professor Madhava Rao Balaji Rane, M.A.,
6. Professor Nagendra Chandra Nag, M.A.,
7. Professor Bertram Keightley, M.A.,
8. Professor Abhay Charan Sanyal, M.A., and
9. Professor Hari Chand Ahuja, B.Sc.

I. The minutes of the meeting held on the 17th February last were confirmed.

II. The recommendations of the Board of Studies in Chemistry were considered, and were adopted with certain modifications (*vide* Appendix A.)

III. The Faculty of Science recommend that an addition should be made to Section 20 of Chapter XXXIV of the Regulations for the degree of Doctor of Science, to the effect that no thesis which has been previously presented to any other University shall be submitted.

IV. The recommendations of the Board of Studies in Physics were considered and adopted with certain modifications (*vide* Appendix B.)

V. The recommendations of the Board of Studies in Mathematics were considered and adopted with certain modifications (*vide* Appendix C.)

VI. The recommendations of the Board of Studies in Biology were considered and adopted (*vide* Appendix D.)

VII. The Faculty of Science recommend that Physiology and Hygiene be added to the list of optional subjects for the Admission Examination.

VIII. The Faculty of Science recommend that Botany should be one of the subjects which the candidates for the M.Sc. and the D.Sc. degrees might be allowed to take up.

G. N. CHAKRAVARTI,

*Dean of the Faculty.*

## APPENDIX A.

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*Recommendations by the Board of Studies in Chemistry,  
as adopted by the Faculty of Science.*

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### ADMISSION EXAMINATION.

1. The study of matter through the sense organs ; observation of the following properties :—

Colour ; transparency or opacity ; shape, size ; crystalline structure and texture (as seen through a lens, if necessary) ; fracture or cleavage (to be studied in common salt, mica and Iceland spar).

Sound, produced by a body itself, or when it is let fall or struck.

Odour and taste, if any.

Cold or warm ; yielding to pressure or not.

Weight and relative density. Balance.

Effect of heat and cold ; melting and boiling points.

Solid, liquid, gas.

2. Solution, emulsion, mixture. Solability in different liquids, water, alcohol, ether.

Filtration, crystallisation, distillation and sublimation.

1. and 2. to be studied with the following :—

Salt, nitre, chalk, marble, calcite (Iceland spar), lime, sand, quartz, blue vitriol, green vitriol, sulphur, rubber,

carbonate of soda, iron, zinc, lead, tin, mixture of sand and salammoniac, camphor, shellac, oil, fat, charcoal.

3. The study of air, rusting of metals, active and inactive gases in air, burning of phosphorus in air, combustion and slow combustion, studied with iron, magnesium, phosphorus, candle, charcoal, sulphur.

4. Oxygen gas prepared from red oxide of mercury, chlorate of potash and black oxide of manganese. Properties of oxygen.

5. Hydrogen gas prepared from zinc and sulphuric acid. Properties of hydrogen.

6. Nitrogen gas prepared from air and from a mixture of ammonium chloride and sodium nitrite. Properties of nitrogen.

7. Chlorine and hydrochloric acid, preparation and properties.

8. Study of water. Action of sodium and magnesium on water. Action of steam on red-hot iron. Electrolysis of water.

9. Carbonic acid gas, obtained by burning charcoal in air, and by the action of acids on chalk, and carbonate of soda and kankar.

10. *Elements and compounds*—chemical combination and decomposition, studied with reference to the foregoing substances.

A *practical examination* of a simple character will be held in the course prescribed above.

Books suggested :—

*Sinclair and M'allister* : First Year's Course of Chemistry.

*L. M. Jones* : Introductory Chemistry.

## INTERMEDIATE EXAMINATION.

There will be two papers and a Practical Examination.

The following course has been prescribed, in addition to what has been indicated for the Admission Examination :

Chemical action, mechanical mixture and compounds, laws of chemical combinations by weight and by volume. Laws of Charles and Boyle, density of gases, vapour pressure, Graham's law of diffusion. Atomic theory and Avogadro's hypothesis, atoms, molecules, atomic and molecular weights determinations. Dulong and Petit's law. Chemical, symbols, formulæ, equations. Valency, equivalent weights and their determinations. Elementary ideas of the *kinetic theory of gases*, of the *law of mass action*, ionic theory (in solutions) and dissociation (gaseous). Calculations of an easy nature.

Flame, Bunsen burner, blowpipe flame, ignition temperature, Davy's safety lamp, oxidation, reduction. Periodic classification (treated with reference to the elements prescribed below).

Study of the following elements and compounds :—

Hydrogen, oxygen, ozone, water, hydrogen-peroxide, oxides (acidic, basic, neutral.) Peroxides, bases, acids, neutralisation.

Nitrogen, its oxides, ammonia, nitric and nitrous acids, nitrates and nitrites, action of heat on nitrates, atmosphere.

Chlorine, its monoxide and peroxide, hydrochloric, hypochlorous, chloric acids, and their salts, perchlorates.

Bromine, hydrobromic, hypobromous, and bromic acids, and their salts.

Iodine, hydriodic and iodic acids, iodates, iodides, iodine pentoxide.

*Fluorine*, *hydrofluoric acid* and fluorides.



Sulphur, its allotropic modifications, sulphuretted hydrogen, sulphur di- and tri-oxides. Liquefaction of sulphur dioxide, sulphurous and sulphuric acids, sulphides, sulphites, sulphates, manufacture of sulphuric acid—chamber process, contact process.

Carbon, its allotropic modifications, oxides of carbon, coal gas, methane, ethylene and acetylene.

Phosphorus, its allotropic modifications, phosphoretted hydrogen, tri- and penta-oxides, orthophosphoric acid and the phosphates of the alkali and the alkaline earths, tri- and penta-chloride of phosphorous.

Silicon, silica, silicic acid and the silicates, *silicon fluoride*, dialysis, glass and *porcelain*.

Potassium, and sodium, their oxides, hydroxides, chlorides, sulphates, carbonates, nitrates chlorates and perchlorates.

Ammonium salts, chloride, sulphate, nitrate and carbonate.

Calcium, barium, strontium, their oxides and hydroxides, chlorides, sulphates, nitrates, carbonates, bleaching powder and calcium carbide.

Magnesium, zinc and mercury, their oxides, chlorides and sulphates, sulphides of zinc and mercury, mercury nitrates. Arsenic, antimony and *bismuth*, their oxides, chlorides and sulphides, bismuth nitrate and the hydrides of antimony and arsenic.

Aluminium, its oxide, hydroxide, sulphate and chloride, alum. Boron, boric acid, borax.

Copper, its oxides, chlorides, sulphate, sulphides and nitrate, brass, bronze.

Silver, its nitrate, chloride, bromide, iodide.

Tin, its oxides, chlorides and sulphides.

Lead, its chloride, iodide, sulphate, nitrate, acetate, carbonate.

Iron, its oxides, sulphates, chlorides, sulphides; cast iron, wrought iron, steel.

Cobalt, nickel, manganese, chromium, cadmium, general information of their compounds, so far as needed for the qualitative analysis of a simple salt.

The metallurgical extraction of the following metals :—

Iron, copper, zinc, mercury, lead, aluminium, tin, magnesium, sodium.

Determination of the composition and the molecular formula of the more important compounds contained in the syllabus, for example :—

Water, ozone, ammonia, hydrochloric acid, methane, sulphur dioxide, etc.

#### PRACTICAL WORK.

Candidates are expected to perform the following experiments in the Laboratory :—

1. Preparation of the following gases and the fitting up of the apparatus needed for the same, including *glass bending, joining two straight glass tubings and simple glass blowing*.

Hydrogen, oxygen, chlorine, nitrous oxide, sulphur dioxide, nitrogen and carbon monoxide.

2. Qualitative analysis by dry and wet method of a simple salt included in the syllabus.

3. Volumetric analysis. Preparation of standard solutions of acids and alkalis and simple estimation of acids and alkalis in their solutions.

4. Determination of equivalent weights of magnesium zinc and copper.

5. Determination of the loss in weight on heating of magnesite and gypsum.

6. Preparation of simple salts, for example :—

Barium Nitrate from Barium Chloride.

Barium Chloride from Barium Sulphate.

Copper Sulphate from Copper and Copper Oxide.

Zinc Sulphate from Zinc.

Lead Nitrate from Lead Oxide, etc.

Quantities of the material and the yield to be measured.

Attention is directed to the importance of candidates keeping complete records of their practical work. When presenting themselves for examination they are required to submit note-books containing records of the practical work performed during the last two years of training for inspection by the examiners, who will take them into account in deciding the examination. *Candidates will be allowed to use their own note-books* at the time of the practical examination. These note-books will only contain the account of the actual work performed by the candidate.

Books recommended :—

*Roscoe and Lunt* : Inorganic Chemistry for Beginners.

*Roscoe and Harden* : Inorganic Chemistry for Advanced Students.

*Holleman and Cooper* : Text-book of Inorganic Chemistry.

*F. Jones* : A Junior Course of Practical Chemistry.

*Bruce and Harper* : Practical Chemistry.

*P. C. Roy* : Practical Inorganic Chemistry.

#### BACHELOR OF SCIENCE EXAMINATION.

The examination will consist of two papers and two days' practical examination.

### **Inorganic Chemistry.**

The occurrence, preparation and properties of the elements and their more important compounds, excluding the rare elements, but including the following:—

Lithium, Platinum, Argon, Helium, Selenium, Tellurium, Molybdenum, Thallium, *Titanium and Tungsten.*

Radium and its more important properties.

### **Organic Chemistry.**

General principles of Organic Chemistry, including qualitative and quantitative analysis.

Occurrence, preparation, general properties and constitutional formula of the following:—

Paraffin, its haloid derivatives, alcohols, ethers, aldehydes, ketones, fatty acids, the acid chlorides, anhydrides and amides, the esters, soaps, fats and saponification, hydrolysis.

Amines, cyanogen, hydrocyanic acid, nitrites and carbamines, potassium cyanide, ferro and ferricyanides, nitroparaffins.

Zinc ethyl and magnesium ethyl-iodide.

The olefines and acetylenes.

Ethylene, glycol, glycerine, nitro-glycerine, carbohydrates, glucose, cane sugar, starch and cellulose, inversion of cane sugar—optical activity.

Lactic acid and the stereo-isomerism of the lactic acids.

Aceto-acetic ester and its synthetic uses, carbonic acid, carbonyl chloride and urea.

Oxalic acid and the synthetic uses of the malonic ester.

Tartaric acid and the stereo-isomerism of tartaric acids and of the unsaturated dibasic acids.

Aromatic hydrocarbons, Kekule's theory, Armstrong's formula, orientation. Nucleus and side chain compounds. Benzene, toluene, common haloid derivatives of benzene and toluene, Nitro and dinitro benzene.

Amino compounds—*aniline* and *benzylamine*. Diazo reaction diazo—benzene chloride. *Azo and hydrozo benzene*. Benzene sulphonic acids. Phenol, benzyl alcohol. Benzaldehyde. Acetophenone. Benzophenone. Benzoic acid. Benzoic anhydride. Benzamide. Benzoyl chloride and benzoic esthers.

Elementary discussion concerning *Naphthalene* and *Anthracene*.

### Physical Chemistry.

Atomic and molecular hypothesis.

Kinetic theory of gases and Van Der Waal's equation.

The periodic classification of elements. Electrolysis. The theory of electrolytic dissociation. Gaseous dissociation. Spectrum analysis. Elementary ideas of the different crystallographic systems. Osmotic pressure and the theory of dilute solutions. The determination of the atomic and molecular weights. Boiling and freezing point methods. Theories of mass action, of catalysis, of indicators. Phase rule. Thermo-chemistry. Elementary ideas about *Radio-activity*. Avidity of acids and bases. Relation between the chemical properties and the physical constants.

### Practical Chemistry.

1. Qualitative analysis of a mixture containing not more than four radicals (organic acids and bases excluded, except acetic oxalic and tartaric. Platinum and gold also excluded).



2. Volumetric analysis.—Alkalimetry. Estimation of iron by potassium permanganate, any by potassium bichromate. Oxalic acid by permanganate. Iodine by thiosulphate.

3. Gravimetric analysis.—Analysis of a silver coin and estimation of iron, barium, aluminium, zinc, magnesium and calcium in their simple salts. Estimation of chlorides and sulphates.

4. Determination of vapour density by *Victor Meyer's method*.

5. Detection of carbon, hydrogen, nitrogen, sulphur, and chlorine in organic compounds. Determination of boiling and melting points. Fractional distillation. Distillation in steam.

6. Preparation of the following :—

Ethyl ether, ethyl iodide, acetaldehyde, acetone, acetamide, benzene, nitro-benzene, dinitro-benzene, chloroform, iodoform, formic acid, diazo-benzene chloride, azo-benzene, aniline, phenol.

7. Preparation of any one of the following—one or two samples to be submitted at the end of two years to the examiner at the time of the practical examination. As far as possible, substances obtainable in India should be employed in this work. The candidates to find out their own information from books.

A sample of soap,

A sample of candle,

A sample of pure oil from crude oil,

A sample of one or two dye stuffs,

A sample of glass,

A sample of laboratory glass-blowing, or

Any other similar product of every-day use.

Attention is directed to the importance of candidates keeping complete records of their practical work. When presenting themselves for the examination they are required to submit their note-books containing records of their practical work performed during the two last years' training for inspection, by the examiner, *who will take them into account in deciding the examination*. Candidates are expected to be able to use logarithms in their calculation. During the practical examination, candidates *are at liberty to consult any books of reference which they choose*.

Books recommended :—

*Theoretical:*

*Newth* :—Inorganic Chemistry.

*Mellor* :—Modern Inorganic Chemistry.

*Alexander Smith* :—General Inorganic Chemistry.

*Walker* :—Introduction to Physical Chemistry.

*Caven and Lander* :—Systematic Inorganic Chemistry.

*Van Deventer* :—Physical Chemistry for Beginners.

*Cohen* :—Theoretical Organic Chemistry.

*Perkin and Kipping* :—Organic Chemistry.

*Practical:*

*Valentine and Hodgkinson* :—Practical Chemistry.

*Clowes* :—Qualitative Analysis.

*Clowes and Coleman* :—Quantitative Analysis.

*Newth* :—Qualitative and Quantitative Analysis.

*Cohen* :—Practical Organic Chemistry.

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MASTER OF SCIENCE EXAMINATION (PREVIOUS)

There will be two papers and a practical examination of three days.

**Theoretical.**

The subjects of examination will be :—

Organic Chemistry.

Inorganic Chemistry.

The history of the atomic theory and atomic weight determinations.

Physical Chemistry.

**Practical.**

Complex Inorganic Analysis (Qualitative.)

Volumetric and Gravimetric analysis.

Complete analysis of at least *two Indian minerals* of *economic importance* and of some of the common alloys.

Identification of common organic substances.

The following experiments in Physical chemistry :—

*Surface tension, viscosity and transition point.*

The candidate will continue the study of the special subject taken in the B.Sc., under para. 7, and may submit to the examiner his work along with samples of the substance or substances prepared to show the progress he has made during the year. The examiner will take this into account in marking for the practical examination.

Books suggested for study and reference :—

*Theoretical :*

*Ostwald* :—Principles of Chemistry.

*Roscoe and Scholemmer* :—Inorganic Chemistry, Parts I and II.

*Mellor* :—Higher Mathematics for Students of Physics and Chemistry.

*Armitage* :—History of Chemistry.

*Walker* :—Physical Chemistry.

*Jones* :—Elements of Physical Chemistry.

*Fenton* :—Physical Chemistry.

*Bernthsen* :—Organic Chemistry.

*Cohen* :—Advanced Organic Chemistry.

*Practical.*

*Mellor* :—Quantitative Analysis.

*Clowes and Coleman* :—Quantitative Analysis.

*Treadwell and Hall* :—Analytical Chemistry.

*Sutton* :—Volumetric Analysis.

*Thorpe* :—Industrial Chemistry.

*Sudborough* :—Practical Organic Chemistry.

*Weston* :—Identification of Organic Compounds.

*Spencer, L. J.* :—World's minerals.

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MASTER OF SCIENCE EXAMINATION (FINAL.)

There will be four papers (one Inorganic, two Organic, one Physical and Historical Chemistry), and a practical examination of six days' duration.

The subjects of the examination will be :—

Inorganic Chemistry.

Organic Chemistry.

Physical Chemistry.

History of Chemistry.

Candidates are expected to have acquaintance with recent work connected with one of the first three branches mentioned above. They should be able to refer to and abstract the recent chemical literature from scientific journals.

A candidate may offer to take up translation from French, German or old Sanskrit technical literature (Dictionary being allowed). The examiners will take this into consideration in deciding the result of the examination.

#### PRACTICAL EXAMINATION.

Simple experiments in Physical Chemistry.

Organic Analysis, Gas analysis.

Qualitative and Quantitative analysis of any four of important Indian minerals of economic value other than those taken up for the Previous M. Sc. Examination.

The candidate will conclude his study of the special subject selected under para. 7 of the B. Sc. Syllabus and will submit to the examiner the whole work done by him during the four years with the prepared samples. The examiner will take this work into account in deciding the result of the examination.

Books suggested for reference and study :—

In addition to those prescribed for the Previous Examination, the following :—

*Richter* :—Organic Chemistry.

*Emil Fischer* :—Organic Preparations.

*Stewart* :—Recent Advances in Organic Chemistry.

*Mayer* :—History of Chemistry.

*Van't Hoff* :—Lectures on Theoretical and Physical Chemistry.

*Werner* :—New Ideas in Inorganic Chemistry.

*Nernst* :—Theoretical Chemistry.

*P. C. Roy* :—History of Hindu Chemistry, Vol. I.



*Stewart* :—Recent Advances in Physical and Inorganic Chemistry.

*Thorpe* :—Industrial Chemistry.

*Rogers* :—Industrial Chemistry.

Chemical Society Annual Reports.

Papers in the ordinary scientific journals.

*Lasser Cohn* :—Laboratory Manual of Organic Chemistry.

*Meyer Tingle* :—Determination of Radicals in Carbon Compounds.

*Findlay* :—Practical Physical Chemistry.

*Francis Grey* :—Practical Physical Chemistry.

DOCTOR OF SCIENCE DEGREE.

See Chapter XXXIV of the Regulations.

## APPENDIX B.

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*Recommendations by the Board of Studies in Physics, as  
adopted by the Faculty of Science.*

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### ADMISSION EXAMINATION.

#### Physics.

There shall be one paper and a simple practical examination.

The following syllabus is prescribed :—

Simple ideas about Matter. Inertia, Force, Physical States of Matter. Units of Length, Area and Volume. Measurements of Length, Area and Volume. Mass and Weight. Law of Universal Gravitation. Balance. Methods of weighing. Density and Specific Gravity. Elementary idea about the Principle of Archimedes.

Effect of Heat on Solids, Liquids and Gases. Change of Volume. Change of Temperature. Thermometer. Quantity of Heat. Specific Heat. Change of State. Melting Point. Boiling Point. Latent Heat. Evaporation. Condensation. Distillation.

Rectilinear Propagation of Light. Shadows. Reflection of Light by Plane and Spherical Mirrors. Real

and Virtual Images. Refraction of Light through a rectangular glass plate and prism. Images by Lenses.

Magnets and Magnetic Substances. Magnetic Force. The earth as a magnet. Earth's magnetic force, only directive and not attractive. The Compass.

The Production of Electricity by Friction. Kinds of Electric Charges. Properties of a charged body. Conductors and Insulators. Electrostatic Induction. Gold-leaf Electroscope. Electrophorus. Simple Frictional Machine, *e.g.*, Ramsden.

Electric Current. Simple Voltaic Cells. Effect of current on a magnetic needle. Galvanoscope. Simple experiments on heating and lighting effects by electric current.

The candidates shall be required to perform the important experiments, illustrating the principles studied. Their note-books with the records of their practical work will be inspected. The account of each experiment should be signed by the Science Teacher.

Books suggested :—

*Ganot* :—"Natural Philosophy" (Longmans Green & Co.).

*Gregory and Hadley* :—"A Class Book of Physics" (MacMillan).

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## INTERMEDIATE EXAMINATION.

### Physics.

There shall be two papers and a practical examination.

*1st paper* :—Elementary Experimental Mechanics. Hydrostatics and Heat.

*2nd paper* :—Light, Sound, Electricity and Magnetism.

The following syllabus is prescribed :—

*Experimental Mechanics.*

Matter, Inertia and Force. Fundamental notions of Velocity and Acceleration. Composition of Velocities and Accelerations. Triangle of Forces. Laws of Motion. Units of Force, Mass and Weight. Unit of Time. Work. Potential and Kinetic Energy. Conservation of Energy. Laws of Universal Gravitation. Atwood's Machine. Moments. Parallel Forces. Couples. Centre of Gravity. Balance. Friction. Simple Machines. Simple Experiments on Projectiles. Simple Pendulum. Simple Harmonic Motion.

*Hydrostatics.*

Fluid Pressures. Pressure in Liquids. Relative Density of Liquids by Balancing Columns. Principle of Archimedes. Density. Specific Gravity. Principle of Floating Bodies. Hydrometers.

Atmospheric Pressure. Barometer. Monometer. Density of Air. Boyle's Law.

Simple Water and Air-pumps. Hydraulic Press. Syphon. Diving Bell.

(All the above in Mechanics and Hydrostatics should be studied from an *experimental* point of view, mathematical problems and their calculations being excluded.)

*Heat.*

Temperature and Thermometers. Co-efficients of Expansion. Expansion of Solids, Liquids and Gases. Vapour Pressures. Hygrometry. Calorimetry. Calorimeters and their water-equivalents. Capacity of Heat and Specific Heat. Latent Heat. Conduction. Convection and Radiation. Reflection and Absorption of Radiant Heat. Relation of Heat and Work. Mechanical Equivalent. Joule's Experiment.

Boyle's Law,  $p v = R T$ . Isothermal and Adiabatic curves. Applications of their equations in  $p, v$ , co-ordinates. Definition of Specific Heat at constant volume and at constant pressure.

Definitions of Isothermal and Adiabatic Elasticities of a gas.

### *Light.*

Rectilinear Propagation of Light. Laws of Reflection and Refraction of Light. Fizeau's and Foucault's methods of determining the Velocity of Light. Photometry. Mirrors and Lenses. Dispersion of Light by Prisms. Spectrometer. Pure Spectrum and Fraunhofer's Lines. Simple Optical Instruments, *e.g.*, Telescopes, Microscopes, Sextants, Cameras, Optical Lanterns. Simple experiments to illustrate defects of vision and their remedies.

### *Sound.*

The Propagation and Velocity of Propagation of Sound in Air. Nature of Sound Waves. Wave-length, Frequency and Amplitude. Reflection, Refraction and Interference of Sound. Sound Waves. Applications of the formula  $V = \sqrt{\frac{E}{\rho}}$ . Vibration of strings and determination of frequency by means of the formula  $N = \frac{1}{2l} \sqrt{\frac{T}{M}}$ . Nodal points in open and closed pipes. Diatonic Scale and Musical Intervals. Sensitive Flames. Manometric Flames, as seen in a revolving mirror. The use of Resonators.

Explanation of Beats. Harmonics.

### *Electricity and Magnetism.*

Frictional Electricity. Methods of Production. Conductors and non-conductors. Induction. Electroscopes. Charging an Electroscope by Conduction and Induction.



Electrophorus. Condensers. Capacity of Condensers. Unit of Charge and Potential. Voss's Influence Machine.

Simple Magnet. Definition of Unit Magnetic Pole. Terrestrial Magnetism. Dip. Declination. Magnetic Moment. Lines of Force. Magnetometer.

Voltaic Cell. Electric current and its magnetic effects. Daniell, Bunsen, Leclanche and Bichromate Batteries. Simple Astatic and Tangent Galvanometers. Electrolysis. Voltmeter. Definition of Unit Quantity of Electricity, Unit Difference of Potential, Electromotive Force and Resistance. Ohm's Law. Wheatstone's Bridge and Post Office Box. Heating effect of current. Joule's Law. Electro-magnets. Induction Coil. Simple Dynamo. Electric Lamps and Arcs. Electric Bells. Principles of Telegraphy. Definitions of Practical Units and their relation to Absolute Units. Thermopile.

The following books are suggested :—

*Brown*.—"Experimental Science I, Physics" (Camb. Univ. Press).

*Glazebrook*.—"Heat and Light."

*De, R. K.*—"Sound."

*Ashford, C. E.*,—"Electricity and Magnetism" (Arnold).

There shall also be an examination in Practical Work. The laboratory course is indicated by the subjoined list of experiments. An account of each experiment must be written by the student in a special note-book which will be examined. The account of each experiment should be signed by the Demonstrator and the note-books should be kept in his charge.

*List of Experiments.*

1. Measurement of Length.
2. Vernier.

3. Callipers.
4. Screw-guage.
5. Thickness of a glass-plate by a spherometer.
6. Measurements of Areas and Volumes.
7. Balance. Determination of Mass.
8. Determination of Specific Gravities by Hydrostatic Balance.
9. Nicholson's Hydrometer.
10. Densities of Liquids by U-tube and Hare's apparatus.
11. Barometer and Boyle's Law.
12. Simple Pendulum. Variation of periodic time with length.
13. Applications of Triangle of Forces.
14. Equilibrium of Parallel Forces.
15. Principle of Moments.
16. Determination of Co-efficient of Friction.
17. Testing fixed points of Thermometers.
18. Determination of Specific Heats.
19. Determination of Latent Heats.
20. Construction of a Graph, illustrating the rate of cooling of a liquid.
21. Comparison of expansion of water over different ranges of temperature.
22. Determination of Boiling Points.
23. Reflection and Refraction of Light at Plane and Spherical Surfaces.
24. Determination of Refractive Indices.
25. Focal Lengths of Concave Mirrors and Convex Lenses.
26. Production of Pure Spectrum by a Slit, Prism and Lenses.

27. Determination of Velocity of Sound by Resonance Tube.

28. Mapping out lines of force by a small magnet, and determination of neutral points in a magnetic field.

29. Comparison of magnetic moments by magnetometer.

30. Experiments with Electroscope.

31. Variation of magnetic force at the centre of a coil with radius, number of turns and strength of current.

32. Reduction Factor of a Tangent Galvanometer.

33. Determination of Resistance by the use of Wheatstone's Wire-bridge.

The following text-books are recommended for practical work :—

*De, R. K.*—"Intermediate Course of Practical Physics."

*Brown.*—"Experimental Science I, Physics" (Camb. Univ. Press).

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## BACHELOR OF SCIENCE EXAMINATION.

### Physics.

The examination in Physics shall consist of two papers :

*1st paper* :—General Properties of Matter, Sound and Heat.

*2nd paper* :—Light, Electricity and Magnetism.

There shall also be a Practical Examination in Physics.

The following syllabus is prescribed :—

#### *General Properties of Matter.*

Matter, Mass, Energy, Units and Dimensions. Use

of Dimensional Equations. Newton's Laws of Motion. Atwood's Machine. Kepler's Laws. Laws of Universal Gravitation. Cavendish Experiment. Boys' Experiment. Elementary Problems on Attraction, *e.g.*, Attraction of a Sphere and a Spherical Shell on internal and external points. Attraction of a Disc. Gauss' Theorem. Definition of Potential and its determination in simple cases. Equipotential Surface and Lines of Force, and elementary propositions connected therewith. Definition of Elasticity. Hooke's Law. Young's Modulus. Modulus of Rigidity. Bulk Modulus. Definitions of Moments of Inertia and Radius of Gyration. Calculation of Moments of Inertia in simple cases, *e.g.*, thin rod, ring, rectangular and circular plates, cylinders, solid and hollow spheres, right cone.

Balance.

Boyle's Law. Air-pump.

Simple Harmonic Motion. Vibration of Simple Pendulum. Kater's Pendulum.

Cohesion of Liquids. Surface Tension and Viscosity, and their determinations.

### *Sound.*

Production and Propagation of Sound. Determination of Velocity of Sound and its connection with the Elasticity and Density of the medium. Doppler's Principle. Reflection, Refraction and Interference of Sound. Beats. Stationary and Progressive Undulations. Methods of determining Frequency and Wave-lengths of Notes. Vibration of Strings and Columns of Air. The application of Fourier's Theorem to the analysis of complex sounds. Experimental methods of analysing complex sound. Lissajous' Figures. Structure of the Ear. Consonance

and Dissonance. Application of the equation

$$y = a \cos \frac{2\pi}{\lambda} (vt - x)$$

to simple problems in Interference.

### *Heat.*

Thermometry. Co-efficients of Expansion and their variation with Temperature. Unit of Heat and Calorimetry. Specific Heat. Change of State and Latent Heats. Vapour-pressures and their determination. Hygrometry. Radiant Heat. Its Reflection, Refraction, Absorption and Emission. Prevost's Theory of Exchanges. Conductivity. Determination of Co-efficients of Conductivity. Indicator Diagrams. Carnot's Heat Engine. First and Second Laws of Thermodynamics. Four Thermodynamical Relations and their simple applications. Absolute Scale of Temperature. Determination of Mechanical Equivalent of Heat. Kinetic Theory of Gases. Van der Waal's Equation.

### *Light.*

Propagation of Light. Determination of Velocity of Light. Reflection and Refraction. Mirrors and Lenses. Dispersion and Spectrum Analysis. Spherical and Chromatic Aberration. Achromatic Lenses. Telescopes and Microscopes. Ramsden's and Huyghen's Eye-piece. Elementary knowledge of the structure of the eye and defects of vision. Binocular vision. Undulatory Theory of Light. Rectilinear Propagation of Light. Deduction of the Laws of Reflection and Refraction. Interference of Light. Newton's Rings and Colours of thin plates. Diffraction. Double Refraction in Uniaxal Crystals. Quarter-wave Plate. Plane, Circularly and Elliptically Polarised Light. Interference of Polarised Light. Rotation of Plane of Polarisation. Bi-quartz. Simple Polarimeter.



*Magnetism.*

Lines of Magnetic Force. Magnetic Potential. Action of one magnet on another, broadside or end ways. Determination of Magnetic Moments. Horizontal component of Earth's Magnetic Force and the Dip. Magnetic Induction. Co-efficients of Magnetisation and Induction. Permeability. Hysterisis. Diamagnetism. ,

*Electricity.*

Proof of the Law of Electric Repulsion. Induction, Specific Inductive Capacity. Thomson's Quadrant and Absolute Electrometers. Calculation of Potential, Capacity and Energy in simple cases. Frictional and Influence Machines.

The Electric Current. Galvanometer.

Determination of Resistances. Ohm's Law. Joules' Law. Determination of E. M. F. and Internal Resistance of Batteries. Conjugate system of conductors. Electrolysis and Electrochemical Equivalents. Thermo-electric currents. Peltier and Thomson Effects. Electromagnetism. Electromagnetic Induction. Co-efficients of Mutual and Self-Induction. Ruhmkorff's Coil. Elementary Theory of Simple Dynamos, Motors and Transformers. Electrical measuring instruments, *e.g.*, Ammeter, Voltmeter. Oscillations during discharge of a Leyden Jar and their relation to Hertzian Waves. A non-mathematical account of the Electro-magnetic Theory of Light. Discharge of Electricity through Gases. Cathode Rays and X-Rays. Elements of Radio-activity.

The following books are suggested :—

*Wagstaff*.—"Properties of Matter."

*Capstick*.—"Sound."

*Pointing and Thomson*.—"Heat."

*Edser.*—"Light."

*Whetham.*—"Experimental Electricity."

*Watson.*—"Text-Book of Physics."

For the Practical Examination, the subjoined list of experiments indicates the ground to be covered :—

1. Balance. Mass and Densities.
2. Comparison of Lengths by the Travelling Microscope.
3. Determination of Co-efficient of Friction between a Rope and Pulley.
4. Determination of Young's modulus of a wire.
5. Determination of Young's modulus of a bar.
6. Modulus of Torsion.
7. Moment of Inertia of a Fly-wheel.
8. Wheel and Ball on inclined plane.
9. Determination of "g" by simple pendulum.
10. Fortin's Barometer. Boyle's Law.
11. Determination of Height by Aneroid Barometer.
12. Determination of Surface Tension.
13. Velocity of Sound by Resonance.
14. Determination of Pitch by Sonometer.
15. Determination of Time by observation of altitude of sun with a Sextant.
16. Determination of Refractive Index by the Microscope.
17. Focal Lengths of Mirrors and Lenses.
18. Magnifying Power of Telescopes and Microscopes.
19. The Spectrometer.
20. Photometry.
21. Determination of Wave-length by Plane Diffraction Grating.

22. Effect of Stem Exposure on Thermometer Readings.

23. Co-efficient of Linear Expansion.

24. Weight Thermometer.

25. Constant Volume Air Thermometer.

26. Constant Pressure Air Thermometer.

27. Calorimetry.

28. Law of Cooling.

29. Dew-point and Humidity.

30. Magnetic Moments and Neutral Points.

31. Determination of "H".

32. Determination of Dip.

33. Magnetic Field due to a straight current.

34. Variation of strength of magnetic field due to a circular coil with the distance along the axis.

35. Comparison of E. M. F.'s by a Tangent Galvanometer.

36. Potentiometer.

37. Resistance of Accumulators.

38. Post-Office Box. Resistance of Coil, Galvanometer and Battery.

39. Electro-chemical Equivalent of Copper.

40. Electrical Determination of "J".

The book recommended for practical work:—

*Allen and Moore.*—"Text-Book of Practical Physics."

An account of each experiment must be written in a special note-book which will be examined. The account of each experiment should be signed by the Demonstrator and the books should be kept in his charge.

MASTER OF SCIENCE EXAMINATION.

(A) *Previous Examination in Physics.*

The subjects of Examination are :—

*Properties of Matter.*

*Heat.*

*Sound.*

A candidate shall be required to have a sound knowledge of the experimental side of the above subjects and also such knowledge of the theoretical side of each as may be obtained by the applications of the Calculus and Differential Equations. In addition to the above, the candidate shall be required to have a *detailed advanced knowledge, experimental and theoretical*, of one of the following *special* subjects, the choice of subject being left to the option of the candidate.

*Special Subjects.*

“Elasticity and Strength of Materials.”

“General Theory of Vibrations, with Illustrations.”

“Wave-motion in Fluids.”

“Advanced Thermodynamics and Laws of Radiation.”

“Kinetic Theory of Gases and Gas Laws.”

“Heat Conduction and Radiation.”

“Dynamical Theory of Sound.”

There shall be three papers as follows :—

- i. Properties of Matter and Sound.
- ii. Heat.
- iii. Special subject selected by the candidate.

The scope of the examination is approximately indicated by the following text-books :—

Poynting and Thomson.—“Properties of Matter.”

Preston.—“Theory of Heat.”

Planck.—“Thermodynamics.”

Barton.—“Sound.”

For the *special* subject, students are required to consult their Professors as to a suitable course of reading, which should include the study of Original Papers and recent advances as described in Standard Scientific Journals.

There shall be a Practical Examination in Physics in the subjects offered by the candidate.

Books recommended :—

Watson.—“Text-book of Practical Physics.”

Kohlrausch.—“Physical Measurements.”

(B) *Final Examination in Physics.*

The subjects of Examination are :—

*Light.*

*Electricity.*

*Magnetism.*

A candidate shall be required to have a sound knowledge of the experimental side of the above subjects and also such knowledge of the theoretical side of each as may be obtained by the applications of the Calculus and Differential Equations. In addition to the above, the candidate shall be required to have a *detailed advanced knowledge, experimental and theoretical*, of one of the following *special* subjects, the choice of the subject being left to the option of the candidate.

*Special Subjects.*

“Electromagnetic Theory of Light.”

“Geometrical Optics and Theory of Optical Instruments.”

“Spectroscopy.”

“Theory of Electricity and Magnetism.”





Oil and Petrol Engines, Charging Accumulators, Projection Lantern, etc.

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DOCTOR OF SCIENCE DEGREE.

**Physics.**

See Chapter XXXIV of the Regulations.

## APPENDIX C.

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*Recommendations by the Board of Studies in Mathematics  
as adopted by the Faculty of Arts.*

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### ADMISSION EXAMINATION.

#### Mathematics.

There will be two papers in Mathematics, one paper in Arithmetic and Algebra, and a second paper in Geometry.

The courses shall be as follows:—

(1) *Arithmetic*.—The whole of Arithmetic. (The use of Algebraical symbols and processes will be permitted).

(2) *Algebra*.—The Four Simple Rules, Fractions, Greatest Common Measure, Least Common Multiple, Factors, Remainder Theorem, Proportion, Easy Surds, Theory of Indices, Simple Equations of one or more unknown quantities, with easy problems, Easy Quadratic Equations, Elementary Graphs.

(Candidates will be provided with squared paper.)

(3) *Geometry*, Practical and Theoretical.

The questions on Practical Geometry will be set on the constructions contained in the annexed Schedule A,

together with easy extensions of them. All figures should be drawn accurately, for which purpose every candidate should provide himself with a graduated scale, a pair of set squares, a protractor, a compass and a hard pencil.

The questions on Theoretical Geometry will consist of theorems contained in the annexed Schedule B, together with easy extensions and deductions, with numerical illustrations. Any proof of a proposition will be accepted which appears to the Examiners to form part of a systematic treatment of the subject; the order in which the theorems are stated in Schedule B is not imposed as the sequence of their treatment. In the proof of the theorems hypothetical constructions will be permitted.

(Candidates will be provided with squared paper.)

### Schedule A.

Bisection of angles and of straight lines.

Construction of perpendiculars to straight lines.

Construction of an angle equal to a given angle.

Construction of parallels to a given straight line.

Simple cases of construction from sufficient data of triangles and quadrilaterals.

Division of straight lines into a given number of equal parts or into parts in any given proportions.

Construction of a triangle equal in area to a given polygon.

Construction of tangents to a circle and of common tangents to two circles.

Simple cases of the construction of circles from sufficient data.

Construction of a fourth proportional to three given straight lines and a mean proportional to two given straight lines.

Construction of regular figures of 3, 4, 6, or 8 sides in or about a given circle.

Construction of a square equal in area to a given polygon.

### Schedule B.

#### ANGLES AT A POINT.

If a straight line stands on another straight line, the sum of the two angles so formed is equal to two right angles; and the converse.

If two straight lines intersect, the vertically opposite angles are equal.

#### PARALLEL STRAIGHT LINES.

When a straight line cuts two other straight lines, if

- (i) a pair of alternate angles are equal, or
- (ii) a pair of corresponding angles are equal, or
- (iii) a pair of interior angles on the same side of the cutting line are together equal to two right angles, then the two straight lines are parallel; and the converse.

Straight lines which are parallel to the same straight line are parallel to one another.

#### TRIANGLES AND RECTILINEAL FIGURES.

The sum of the angles of a triangle is equal to two right angles.

If the sides of a convex polygon are produced in order, the sum of the angles so formed is equal to four right angles.

If two triangles have two sides of the one equal to two sides of the other, each to each, and also the angles contained by these sides equal, the triangles are congruent.



If two triangles have two angles of the one equal to two angles of the other, each to each, and also one side of the one equal to the corresponding side of the other, the triangles are congruent.

If two sides of a triangle are equal, the angles opposite to these sides are equal ; and the converse.

If two triangles have the three sides of the one equal to the three sides of the other, each to each, the triangles are congruent.

If two right-angled triangles have their hypotenuses equal, and one side of the one equal to one side of the other, the triangles are congruent.

If two sides of a triangle are unequal, the greater side has the greater angle opposite to it ; and the converse.

Of all the straight lines that can be drawn to a given straight line from a given point outside it, the perpendicular is the shortest.

The opposite sides and angles of a parallelogram are equal ; each diagonal bisects the parallelogram and the diagonals bisect one another.

If there are three or more parallel straight lines and the intercepts made by them on any straight line that cuts them are equal, then the corresponding intercepts on any other straight line that cuts them are also equal.

#### AREAS.

Parallelograms on the same or equal bases and of the same altitude are equal in area.

Triangles on the same or equal bases and of the same altitude are equal in area.

Equal triangles on the same or equal bases are of the same altitude.

Illustrations and explanations of the geometrical theorems corresponding to the following algebraical identities :—

$$\begin{aligned} k(a+b+c+\dots) &= ka+kb+kc+\dots \\ (a+b)^2 &= a^2+2ab+b^2 \\ (a-b)^2 &= a^2-2ab+b^2 \\ a^2-b^2 &= (a+b)(a-b) \end{aligned}$$

The square on a side of a triangle is greater than, equal to, or less than, the sum of the squares on the other two sides, according as the angle contained by those sides is obtuse, right, or acute. The difference in the case of inequality is twice the rectangle contained by one of the two sides and the projection on it of the other.

#### LOCI.

The locus of a point which is equidistant from two fixed points is the perpendicular bisector of the straight line joining the two fixed points.

The locus of a point which is equidistant from two intersecting straight lines consists of the pair of straight lines which bisect the angles between the two given lines.

#### THE CIRCLE.

A straight line drawn from the centre of a circle to bisect a chord which is not the diameter is at right angles to the chord; conversely, the perpendicular to a chord from the centre bisects the chord.

There is one circle and one only which passes through three given points not in a straight line.

In equal circles (or in the same circle), (i) if two arcs subtend equal angles at the centres, they are equal; (ii) conversely, if two arcs are equal, they subtend equal angles at the centres.

In equal circles (or in the same circle), (i) if two chords are equal, they cut off equal arcs; (ii) conversely, if two arcs are equal, the chords of the arcs are equal.

Equal chords in a circle are equidistant from the centre; and the converse.

The tangent at any point of a circle and the radius through the point are perpendicular to one another.

If two circles touch, the point of contact lies on the straight line through the centres.

The angle which an arc of a circle subtends at the centre is double that which it subtends at any point on the remaining part of the circumference.

Angles in the same segment of a circle are equal; and if the line joining two points subtends equal angles at two other points on the same side of it, the four points lie on a circle.

The angle in a semi-circle is a right angle, the angle in a segment greater than a semi-circle is less than a right angle, and the angle in a segment less than a semi-circle is greater than a right angle.

The opposite angles of any quadrilateral inscribed in a circle are supplementary; and the converse.

If a straight line touch a circle and from the point of contact a chord be drawn, the angles which this chord makes with the tangent are equal to the angles in the alternate segments.

If two chords of a circle intersect either inside or outside the circle, the rectangle contained by the parts of the one is equal to the rectangle contained by the parts of the other.

#### PROPORTION: SIMILAR TRIANGLES.

If a straight line is drawn parallel to one side of a triangle, the other two sides are divided proportionally; and the converse.

If two triangles are equiangular, their corresponding sides are proportional; and the converse.

If two triangles have one angle of the one equal to one angle of the other and the sides about these equal angles proportional, the triangles are similar.

The internal bisector of an angle of a triangle divides the opposite sides internally, in the ratio of the sides containing the angle, and likewise the external bisector externally.

The ratio of the area of similar triangles is equal to the ratio of the squares on corresponding sides.

The following books are suggested :—

1. A School Arithmetic for Indian Schools, by Hall, Stevens and Sims.
2. Longman's Senior Arithmetic (Indian Edition), by Dexter and Garlick, adapted for use in India by C. Pollord.
3. Baker and Bourne's Elementary Algebra, Part I.
4. K. P. Basu's Algebra, Part I.
5. A School Geometry, Parts I-V, by Hall and Stevens.

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### INTERMEDIATE EXAMINATION.

#### **Mathematics.**

There will be three papers in Mathematics: one paper in Algebra and Trigonometry, a second in the Geometry of Conics and Solids and the elements of Co-ordinate Geometry, and the third on Elementary Dynamics.

The courses shall be as follows :—

- (1) *Algebra*.—Quadratic equations involving two or more unknown quantities, the theory of quadratic equations and of expressions of the second degree, Imaginary Expressions, Arithmetical, Geometrical and Harmonical Progressions, Permutations and Combinations, Binomial and Exponential Theorems, Logarithmic Series and Elementary determinants.

(2) *Plane Trigonometry*—Including Solution of Triangles, and simple problems of inscribed, circumscribed and described circles. Logarithms, Graphical representation of the circular functions. Inverse circular functions.

(3) *Geometry of Conic Sections*—The properties of the Parabola, Ellipse and Hyperbola treated geometrically.

(4) *Geometry of Solids*—As in Hall and Stevens, Part VI. The use of Trigonometry and Logarithms shall be permitted in solving numerical examples.

(5) *Co-ordinate Geometry*.—The properties of the straight line and circle treated by rectangular and polar co-ordinates and the simplest equations of the Parabola, Ellipse and Hyperbola.

(6) *Elementary Mechanics*—As in Loney's Mechanics for beginners.

The following books are suggested :—

1. Algebra, Part II, by K. P. Basu.
2. Trigonometry, Part I, by Loney.
3. Geometrical Conics, by Ashutosh Mukerji.
4. Co-ordinate Geometry, by C. Smith.
5. Elementary Mensuration, by Stevens.

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B. So. EXAMINATION, OR B. A. HONOURS.

### Mathematics.

There will be three question papers :—

#### FIRST PAPER.

*Algebra*.—Convergence and divergence of series, Simple continued fractions, Partial fractions, Easy Inequalities, Determinants, Elimination.



*Trigonometry.*—Inverse trigonometrical functions, De Moivre's theorem, Summation of trigonometrical series, Hyperbolic functions, Expansion of trigonometrical functions.

*Analytical Geometry.*—The straight line, circle, parabola, ellipse, hyperbola, and the general equation of the second degree, treated by means of rectangular, oblique and polar co-ordinates.

#### SECOND PAPER.

*Differential Calculus.*—Differentiation, successive differentiation, development of functions, indeterminate forms, partial differential co-efficients, maxima and minima for a single variable, tangents, and normals to curves, asymptotes, multiple points on curves, envelopes, convexity, concavity, points of inflexion, radius of curvature, evolutes, curve tracing.

*Integral Calculus.*—General methods of integration, standard forms, integration by parts, formulæ of reduction, rectification of plane curves, quadrature, surfaces and volumes of solids of revolution.

#### THIRD PAPER.

*Statics.*—General conditions of equilibrium of a particle and of a rigid body under the action of forces in one plane, the principle of virtual work; simple machines; friction; centres of gravity; common catenary, Hook's law.

*Kinetics of a Particle.*—Velocity and acceleration; Newton's Laws of Motion; Work and Energy; Rectilinear Motion; Projectiles in vacuum; Circular and Harmonic Motion; Simple and Cycloidal Pendulum; Impact.

*Hydrostatics.*—Fluid pressure, pressure on immersed surfaces, conditions of equilibrium of a floating body,

specific gravity, properties of gases, machines depending upon fluid pressure.

Books recommended :—

1. Hall and Knight's Higher Algebra.
2. Loney's Trigonometry, Part II.
3. C. Smith's Analytical Conics.
4. Edward's Differential Calculus.
5. Ganesh Prasad's Integral Calculus.
6. Loney's Treatise on Elementary Dynamics.
7. First three chapters of Williamson and Tarleton's Dynamics.
8. Routh or Minchin's Statics, Part I.
9. Besant's Elementary Hydrostatics.

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#### B. A. EXAMINATION.

The Pass course in Mathematics for the B. A. examination shall be the same as is comprised in the 1st two papers for the B. Sc. The Honours course in Mathematics for the B. A. shall be the same as the course for the B. Sc.

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#### M. A. AND M. Sc. EXAMINATION.

##### (a) *Previous Examination.*

The Examination shall consist of four papers as follows :—

##### I. (a) Integral Calculus :—

Definite integrals, multiple integrals, including Green's Theorem and Dirichlet's Theorem, Line and Surface Integrals, and use of Fourier's series.

##### (b) Differential Calculus :—

Maxima and minima of functions of two or more independent variables, multiple points,

curve tracing, change of variables and jacobians.

Edward's Differential Calculus and Frost's curve tracing are recommended.

II. (a) Solid Geometry, as in Bell's Geometry of Three Dimensions.

(b) Differential equations, as in Murray's differential equations, or the corresponding parts of Forsyth's differential equations.

III. Statics :—

Forces in three dimensions, the principle of work, centre of gravity, strings, attractions and potentials of rods, discs, spheres and spherical shells, Laplace's, Poisson's and Gauss's Theorems.

Routh's Statics and Loney's Statics are recommended.

IV. (a) Dynamics of a particle, as in Loney's "Dynamics of a Particle and of Rigid Bodies," Chapters I-X.

(b) Rigid Dynamics, limited to two dimensions, including Lagrange's equations and their applications to easy problems.

Routh's Elementary treatise on Rigid Dynamics, Chapters I-IV ;

or

Loney's "Dynamics of a Particle and of Rigid Bodies," Chapters XI-XV, XVII-XIX, are recommended.

(b) *Final Examination.*

The examination shall consist of four papers. Candidates are required to offer group A and one of the groups B and C.

## GROUP A.

(1) Algebra, Trigonometry and Theory of Equations, as in Chrystal's Algebra, Part II. Chapter XXXI, Chapter XXXV, Arts. 1-18.

Hobson's Trigonometry, Chapters XIII-XVIII.

Burnside and Panton's Theory of Equations, Part I, and Chapter XIII of Part II.

(2) Analytical Conics and Differential Equations, as in Salmon's Conic Sections, Chapters IV, IX, XIV, XIX ; and

Forsyth's Differential Equations, excluding general linear equations with variable co-efficients, solution by definite Integrals, Jacobi's method and partial differential equations of the second and higher orders, with variable co-efficients.

## GROUP B.

(1) Astronomy and Lunar Theory. Godfray's Astronomy and Moulton's Celestial Mechanics are recommended.

(2) Hydrostatics and Hydrodynamics, as in Besant and Ramsay's Hydromechanics, Part I, excluding Chapters IX and X ;

and

Bassett's Elementary Hydrodynamics, Chapters I, II, III, IV, VI, VII.

## GROUP C.

(1) Theory of Aggregates and Theory of Functions, as in Forsyth's Theory of Functions of a complex variable, Chapters I-IV.

Hobson's Theory of Functions of a real variable, articles 1-40, 45-56, 77, 78, 164-184, 200-204, 250-254.

424 and notes A and B of Dr. Ganesh Prasad's Differential Calculus.

(2) Non-Euclidean Geometry and Differential Geometry, as in Coolidge's Non-Euclidean Geometry and Eisenhart's Differential Geometry.

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• Doctor of Science DEGREE.

See Chapter XXXIV of the Regulations.



## APPENDIX D.

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*Recommendations by the Board of Studies in Biology, as  
adopted by the Faculty of Science.*

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### Botany.

#### ADMISSION EXAMINATION.

The subject should be taught as far as possible practically. There shall be no microscopic work.

The structure and germination of the seed. The conditions necessary for germination. Bean or Pea, Castor Oil Seed, and the grain of Maize may be taken as examples.

The forms of normal and adventitious roots. The functions and adaptations of roots.

The stem and its branching. The bud. Underground stems and their distinction from roots. The modifications of the stem.

*N. B.*—The forms of roots and stems should be taught by taking familiar types. For instance, Colocasia (kochu) and Zingiber (adhi) may be taken as examples of Corn and Rhizome respectively, etc., etc.

*Leaf.*—Phyllotaxis ; simple and compound leaf. The distinction of a compound leaf from a branch. The

description of a simple leaf, according to the following scheme :—

Deciduous or evergreen ? Alternate or opposite (superposed or decussate) ? Petiolate or sessile ? Stipulate or exstipulate ? Sheathing ? Ligulate, etc.

The outline of the lamina (Linear, lanceolate, oval, oblong, orbicular, ovate, cordate, or pinnatifid, palmatifid, etc.) ? venation ? margin ? apex ? surface (glaucous, hairy, etc.).

Flower and inflorescence. Types of inflorescence, raceme, spike, umbel, capitulum and panicle.

The parts of flower and the number of parts. The description of flower, according to the following scheme :—

Sessile or Pedicellate ? Bracteate or ebracteate ? Complete or incomplete ? Hermaphrodite or unisexual ? Actinomorphic, Zygomorphic or Asymmetrical ?

*Calyx*.—Poly or gamosepalous ? green or petaloid ? if polysepalous, the number, outline and apex of the sepals ? if gamosepalous, the number and nature of the incision ? if of any special form ? inferior or superior ?

*Corolla*.—Regular or irregular ? if irregular, Zygomorphic or Asymmetrical ? Poly or gamopetalous ? if polypetalous, number and outline of petals or any special terms ? if gamopetalous, special form or incision ? corona or other special features ? Hypogynous, Perigynous or Epigynous ?

*Andræcium*.—Number of stamens or indefinite. Polyandrous, syngenesious or adelphous ? Epipetalous ? Hypo—, Peri—, or Epigynous ? special characters regarding length and arrangement ; e.g., di- or tetra-dynamous ?

Fixation of anthers (innate, adnate, dorsifixed or versatile)? dehiscence (introrse, extrorse, etc.)?

*Gynæcium*—Mono, bi-etc., or Poly-carpellary? apocarpous or syncarpous?

*Ovary*—unilocular or multilocular? superior or inferior? *ovules*,—number or indefinite? *form*? *placentation*? *style*; *stigma*.

*Fruit*.—Definition. Kind of fruit. Seed and fruit dispersal.

*Physiology*.—Simple experiments on Photosynthesis, Transpiration and Respiration.

#### PRACTICAL WORK.

Candidates will be required to dissect (with or without the aid of a lens), describe and draw parts of plants prescribed in the Syllabus.

Further, the candidates are expected to keep a record of all practical work done in the Laboratory in a note-book, which will be liable to examination by the University Examiners.

The following books are suggested for the use of the teacher:—

J. M. Lowson.—A Text-book of Botany (Indian Edition).

Oliver's Elementary Botany.

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#### INTERMEDIATE EXAMINATION.

*Histology*.—Plant cell. The cell wall and its modifications. Living and non-living contents of the cell. Microchemical tests for the wall and the contents. The distinction between animals and plants. An elementary knowledge of the plant tissues and tissue system. The general structure of the various organs of an angiosperm and the mode of growth.

*External Morphology.*—The same as for Admission Examination, but a higher standard would be expected.

*Systematic.*—(a) The characteristics of the following natural orders :—Ranunculaceæ, Papaveraceæ, Cruciferæ, Malvaceæ, Rutaceæ, Leguminosæ, Labiataë, Compositæ, Liliaceæ.

(b) The structure (microscopic and macroscopic) and life-history of—

- (i) *Bacillus subtilis*, (ii) *saccharomyces*, (iii) *mucor*,  
(iv) *spirogyra*, (v) a moss, (vi) a fern.

An outline of the classification of the vegetable kingdom to illustrate the gradual increase of complexity of structure and method of reproduction.

*Physiology.*—The stability of plant body. The usual constituents of plant food. Assimilation ; transpiration ; respiration. An elementary knowledge of the reaction of plants to environments.

#### PRACTICAL WORK.

Candidates will be required to examine microscopically, to dissect and to describe specimens of plants included in the above syllabus.

They are also expected to keep a record of all practical work in the Laboratory in a note-book, which will be liable to examination by the University Examiners.

The following books are suggested :—

J. M. Lowson's : 'A Text-book of Botany' (Indian Edition).

D. Thoday : Botany, 'A Text-book for Senior Students' (Cambridge University Press).

Scott : Structutive Botany, 2 Volumes.

Bhatia and K. Narain's 'Laboratory Note-book of Botany (Lahore)'

B. Sc.

1. *Histology*.—The detailed structure of plant cell. Primary and secondary tissue; their origin and distribution.

2. *Organography*.—The morphological differentiation of the plant body in the main groups of the vegetable kingdom. The morphology of the root and shoot in the Pteridophyta and Spermaphyta. The phenomena of alternation of generation and the homologies in the stages of the life-history of the archegoniates and the spermaphyta.

3. *Systematic*.—The systematic morphology and physiology of—

*First Paper.*

A. Thallophyta:—

- (i) Schizophyte:—Oscillaria; Bacteria.
- (ii) Algæ:—Pleurococcous; Spirogyra; Oedogonium; Vaucheria; Fucus.
- (iii) Fungi:—
  - (a) Phycomycetes:—Pythium or any other Oomycete; mucor or any other zygomycetes.
  - (b) Ascomycetes:—Saccharomycetes; Eurotium.
  - (c) Basidiomycetes:—Puccinia; Agaricus.

B. Bryophyta:—

- (i) Hepaticæ:—Marchantia.
- (ii) Musci:—A Funaria or any other moss.

C. Pteridophyta:—

- (i) Lycopodiales:—Selaginella.
- (ii) Filicales:—Aspidium or any other fern; marsilia.



*Second Paper.*

D. Spermaphyta :—

Gymnosperma :—Cycas ; Pinus.

Angiosperma :—Liliaceæ. Amaryllideæ, Irideæ, Scitamineæ, Palmaceæ, Gramineæ, Ranunculaceæ, Papaveraceæ, Cruciferæ, Violaceæ, Malvaceæ, Rutaceæ, Meliaceæ, Rhamnæ, Anacardiaceæ, Leguminosæ, Rosaceæ, Cucurbitaceæ, Cactæ, Umbelliferæ, Compositæ, Solanaceæ, Labiatæ, Euphorbiaceæ, Ficaceæ.

The characteristic of the above families to be illustrated by examples from the flora of the United Provinces.

*Physiology.*—Turgidity and tension of tissues. The distribution of mechanical tissue. The physiology of Nutrition, Respiration, Growth, and Reproduction. The phenomena of movement. An elementary knowledge of plant ecology.

PRACTICAL WORK.

The candidates shall be required to (a) examine and describe microscopic specimens, (b) to prepare and stain microscopic sections of plants and plant tissues, (c) to dissect and describe the plants and parts thereof, and (d) to refer the plants to their respective positions in the foregoing syllabus for classification.

They shall also be required to perform fundamental experiments in plant physiology.

N. B.—A record of all the practical work done in the Laboratory must be produced at the time of practical examination.

The following books are suggested :—

Scott.—Structural Botany, 2 Vols.

Strasburgher.—Text-book of Botany.

Coulter, Barnes and Cowles.—Text-book of Botany (American Book Company, Chicago).

J. W. Oliver.—Systematic Botany.

F. Cavers.—Practical Botany (University Tutorial Press).

Strasburger and Hillhouse.—Practical Botany (Sonnenschein).

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### Zoology.

#### INTERMEDIATE EXAMINATION.

Definition and Scope of Zoology. Nature of Proto-plasm. The Structure and Life-history of *Amœba*. Structure of the cell; Cell-division, Conjugation and Fertilisation. Elements of Development. Structure and functions of the animal tissues.

The Structure and Life-history of *Hydra*, *Pheretima* or *Eutyphœus*, and Cockroach.

The Anatomy and Osteology of the Frog and the Rabbit.

The elementary physiology of the various organs, as illustrated by the Frog and the Rabbit.

The outlines of the development and larval history of the Frog.

A general classification of the Animal Kingdom with the characteristics of the principal phyla.

#### PRACTICAL WORK.

The candidates will be required to examine microscopically, to dissect and to describe the animals named in the syllabus. They are also expected to keep a record of all practical work done in the Laboratory in a note-book, which will be liable to examination by the University Examiners

The following books are suggested :—

Borradaile's Manual of Zoology (Oxford Med. Pub.).

Marshall's Frog.

Marshall and Hurst's Practical Zoology.

Parker's Practical Zoology (MacMillan).

G. C. Bourne's Comparative Anatomy of Animals, in 2 Vols. (G. Bell & Sons).

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### B. Sc. EXAMINATION.

The structure and phenomena of the animal-cell treated in some detail ; Asexual and Sexual Reproduction ; Heredity ; Variation ; and Evolution.

The general characteristics of animal tissues including blood, lymph, epithelia, together with the nervous and connective tissues.

The structure, habits, and development of the following groups, as illustrated by :—

#### *First Paper.*

Protozoa—Amœba, Paramœcium, Euglena and Monocystis.

Porifera—Sycon, Spongilla.

Cœlentera—Hydra, Obelia, Aurelia, Alcyonium.

Platyhelminthes—Liver-fluke, Tœnia.

Echinodermata—Asterias, Echinus, Cucumaria.

Annulata—Earthworm, Nereis and Leech.

Arthropoda—Prawn, Periplaneta, Anopheles (including an outline of the life-history of the malaria parasite), and Scorpion.

Mollusca—Unio, a Pond Snail, and Sepia.

*Second Paper.**Acrania.*

Hemichordata.—Balanoglossus.

Urochordata.—Ciona or other Ascidian.

Cephalochordata.—Amphioxus.

*Craniata.*

Pisces.—Scyllium or other Elasmobranch and the "Rohu" or an allied Teleostean.

Amphibia.—The Frog.

Reptilia.—Calotes.

Aves.—Columba.

Mammalia.—Echidna, a Marsupial, Lepus.

The outlines of the development of Amphioxus, frog, chick, and rabbit; placentation.

*Physiology.*—The same as for the Intermediate, but a higher standard would be expected. Also an elementary knowledge of the structure and function of the nervous system and of the sense organs.

*PRACTICAL WORK.*

Candidates will be required to show a knowledge of microscopical work, to examine, dissect, and describe the animals named in the foregoing syllabus.

Note-books containing a record of Laboratory work must be produced at the practical examination.

Text-books suggested :—

Parker and Haswell's Text-book of Zoology, 2 Vols. (MacMillan).

Thomson's Outlines of Zoology (Pentland).

Marshall and Hurst's Practical Zoology (Smith Elder).

Wiedersheim's Comparative Anatomy of Vertebrates.

Lock's Recent Progress in Heredity, Variation and Evolution.

### PREVIOUS M.Sc.

The Structure, Development, Bionomics, and Distribution in Space and Time of Typical representatives and other examples illustrative of the general characters of the principal sub-divisions of each phylum of the Animal Kingdom.

The standard of the examination is approximately indicated by such text-books, as Parker and Haswell, "A Text-book of Zoology," 2nd Edition, 2 Vols. and Sedgwick's "Student's Text-book of Zoology," 3 Vols.

There will be three papers :—Paper 1 will deal with the comparative anatomy and embryology of non-chordate groups ; paper 2 with the comparative anatomy and embryology of chordata ; paper 3 with the element of Palæontology and the Geographical distribution of animals.

### PRACTICAL WORK.

All aspects of the subject to be studied, as much as possible, from a practical standpoint.

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### FINAL M.Sc.

The subjects for examination shall be :—

(a) The general principles of Biology, comprising the various theories of evolution and the subjects of variation, adaptation, inheritance, and sex.

(b) A detailed knowledge of some subject or group to be announced at least one year previous to the date of the Examination.

Division A shall consist of two papers :—Paper 1 shall comprise the history and general principles of Biology, including the facts and theories of evolution and the



subjects of variation, adaptation, selection, isolation, reversion, etc. ; paper 2 shall comprise the facts and theories of heredity, sex, experimental morphology and embryology, bionometrics, etc. Division B shall also consist of two papers (papers 3 and 4) dealing with the specified subject or group selected. (Examiners appointed to set papers 3 and 4 will collaborate to obviate overlapping of questions in the 2 papers.)

#### PRACTICAL WORK.

A selected subject shall be studied, as much as possible, from the practical standpoint. A selected group shall be studied primarily from the local fauna available in the United Provinces, but also from other examples of important types.

Doctor of Science DEGREE.

See Chapter XXXIV of the Regulations.

# MINUTES OF THE MEETING OF THE COUNCIL.

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No. 8.

7TH APRIL, 1917—5 P.M.

Present :

1. The Hon'ble Sir Sundar Lal, Kt., C.I.E., B.A., LL.D., *Vice-Chancellor, in the Chair,*
  2. Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A., *Pro-Vice-Chancellor,*
  3. Babu Bhagavan Das, M.A.,
  4. Pandit Chheda Lal, B.A.,
  5. The Hon'ble Babu Moti Chand, C.I.E.,
  6. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
  7. The Hon'ble Dr. Tej Bahadur Sapru, M.A., LL.D.,
  8. Pandit Baldev Ram Dave,
  9. Babu Nihal Chand, B.A.,
  10. Rai Bahadur Kunwar Parmanand,
  11. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.,
  12. Babu Nagendra Chandra Nag, M.A., and
  13. Mahamahopadhyaya Dr. Ganganatha Jha, M.A., D.Litt., M.R.A.S.
1. The minutes of the meeting held on the 18th February, 1917, were confirmed.
  2. Read recommendations of the Building Sub-Committee as contained in the minutes of the meetings of that body held on the 6th and 7th April, 1917 :

The Vice-Chancellor stated that the Superintendent of Works had prepared a plan showing a general lay-out of the buildings required for the University. That plan had been sent out to various persons for opinion and criticism and was under consideration. Plans of some of the necessary buildings had also been prepared by him. Rai Ganga Ram Bahadur, C.I.E., M.V.O., the Honorary Chief Engineer of the University, was of opinion that it would take considerable time to develop the general scheme of lay-out and he would not like to sanction the erection of any buildings before the entire scheme was mature and fully considered. At the same time, the general public would not like to delay the working of the University any longer. He suggested the idea of separating a strip of land from the main site on its northern side towards the *Panchkoshi* road and of erecting thereon a few buildings—simple in design and construction—which could be finished in a short time and would for the present meet the emergent and increasing demands of the Central Hindu College. The working of the University would not thus be postponed. The Central Hindu College would be able to work on a more expanded basis as a residential University College till such time as more suitable buildings were ready on a properly laid-out plan. The scheme of laying out the main plot with the University buildings, after determining its full requirements, would proceed side by side with the actual work of the University. That suggestion had the support of the Hon'ble Pandit Madan Mohan Malaviya and the Vice-Chancellor, and was adopted by the Building Committee. The general plans of the proposed buildings with their lay-out on the strip of land were laid on the table of the Council. The Vice-Chancellor further observed that the buildings proposed to be constructed were so designed that they could be utilized, on removal of the Arts' College and its hostels to their own buildings, for other University purposes.

.(a) On the motion of Kunwar Parmanand, Rai Bahadur,

seconded by Babu Bhagavan Das, it was unanimously resolved that the recommendations of the Building Committee for the construction of the necessary buildings, including hostels and residences for certain members of the staff, be adopted and that a sum of rupees three lacs be sanctioned towards their construction.

(b) Resolved further that the Superintendent of Works be asked to prepare detailed plans and estimates of the proposed buildings and, in anticipation of their sanction by the Building Committee, to start preliminaries, so that the buildings may be ready as early as possible.

(c) On the motion of Rai Gyanendra Nath Chakravarti Bahadur, seconded by Babu Bhagavan Das, it was also unanimously resolved that the determination of the exact position of the various buildings on the strip of land thus marked out be left to the decision of the Building Sub-Committee in consultation with the Vice-Chancellor and the Superintendent of Works.

3. The report of the Collection Committee, dated the 7th April, 1917, was read and recorded.

4. The report of the Sub-Committee appointed to examine the applications received for the post of the Registrar not having been received, the question as to the appointment of the Registrar was not taken into consideration.

5. Read letter, dated the 15th February, 1917, from Miss Arundale, requesting permission to build two walls to screen from the road the plot of land lent to her by the Council for the Girls' playground, with a proposal to purchase a plot of land belonging to the University between the Theosophical Girls' Ashram and the Mahomedan burial ground:

Resolved that Rai Gyanendra Nath Chakravarti Bahadur and Babu Gur Prasad Dhawan be requested to inspect the sites and submit their recommendation at an early date.

6. Read letter, dated the 14th February, 1917, from Mr. D. M. Nathoobhai, B.A., of Ahmedabad, asking permission to translate the Advanced Text-Book of the Sanatan Dharma Series into Gujarati :

Resolved that Mr. Nathoobhai be asked to intimate references as to his fitness to undertake the work to the Vice-Chancellor, and that the Vice-Chancellor may, if satisfied, grant the necessary permission on such terms as he may consider proper, the royalty payable by the translator not being less than 10 per cent. of the published sale-price of the book.

7. Read correspondence put up by Babu Gur Prasad Dhawan regarding the amount deposited by Pandit Manoharlal Kichlu with the authorities of the Central Hindu College for the grant of a stipend :

Resolved that Mr. Gur Prasad Dhawan be requested to report on the matter in consultation with Babu Bhagavan Das, especially as to the conditions on which the money was given by Pandit Manoharlal Kichlu and accepted by the old Managing Committee of the Central Hindu College.

8. Letter No. 209/XV-36, dated the 1st February, 1917, from the Under-Secretary to the Government of the United Provinces of Agra and Oudh, to the Director of Public Instruction, United Provinces, and forwarded by him to the Vice-Chancellor, under his endorsement, dated the 28th February, 1917, regarding travelling allowance to members of the Senate to attend its meetings, as well as the travelling allowance bill of Pandit Yadaveshwar Tarakatna, dated the 22nd February, 1917, amounting to Rs.15-3-0 for attending meetings at Benares, on the 16th and 17th February last, was placed before the meeting for consideration :

Resolved that the letter and the bill be referred to the Finance Committee for consideration and for drawing up definite rules relating to travelling allowance to members.



9. Resolved that the payment of the following bills be sanctioned:—

*Details of bills received for payment, from the  
15th February, 1917, to 31st March, 1917.*

S. No.	Particulars of bills.	Amount.	Total.
		Rs. a. p.	Rs. a. p.
680	Collection charges deducted by the Bank of Bengal, Allahabad, on a cheque for Rs. 510 drawn on Madras and sent to it for credit ... ..	1 8 0	
683	Leave allowance, &c., of Babu Brahmanand Sinha for February, 1917 ... ..	121 6 9	
684	Salary of Babu Beni Madhav Mehrotra for February, 1917 ...	150 0 0	
685	Salary of Office Staff and Bungalow rent for February, 1917 ...	227 0 9	
717	Collection charges debited by the Bank of Bengal, Allahabad, on a cheque on Madras for Rs. 1,000 sent to it for credit ...	1 4 0	
718	Stamp charges debited by the Allahabad Bank, Ltd., Lucknow	0 1 0	
719	Collection charges debited by the Bank of Bengal, Benares, on a cheque on Madras for Rs. 30	0 8 0	
720	Cost of supplying 25 cheques, debited by the Bank of Bengal, Allahabad ... ..	1 9 0	
721	Interest on overdraft charged by the Bank of Bengal, Allahabad, up to February 1917 ... ..	1,957 15 7	
723	Cost of supplying 25 cheques, debited by the Bank of Bengal, Benares ... ..	1 9 0	
724	Do. do. ... ..	1 9 0	
725	Interest on overdraft charged by the Bank of Bengal, Benares, on R. S. Pathshala account ...	0 4 0	
726	Postage charged by the Bank of Bengal, Benares ... ..	0 11 0	
727	Collection charges debited by the Bank of Bengal, Allahabad, on a cheque on Madras for Rs. 100 sent to it for credit ... ..	0 4 0	
	Carried over ... ..	2,465 10 1	

S. No.	Particulars of bills.	Amount.	Total.
		Rs. a. p.	Rs. a. p.
	Brought over ...	2,456 10 1	
750	Contingency charges incurred in the office during February, 1917 ...	88 6 3	
751	Salary of Pandit Banwari Lal Purohit, the Hon'ble Pandit Madan Mohan Malaviya's Typist, from October, 1916, to February, 1917 ...	200 0 0	
752	Amount paid in excess by Babu Shadiram, Saharanpur, refunded to him ...	75 0 0	
755	Paid to the Hon'ble Pt. Gokaran Nath Misra, M.A., LL.B., Lucknow, on account of Commission (Rs. 92-8-0), and Travelling allowance bill of Pandit Sadha Dhar Pandey (Rs. 31-5-0), and Travelling bill of Babu Prabhu Dayal (Rs. 38-12-0), and also establishment charges at Lucknow for February, 1917 (Rs. 60) ...	222 9 0	
756	Paid to Babu Baldeo Prasad. Barcilly, in full payment of his establishment bill for February, 1917 ...	10 7 0	
757	Paid to Messrs. Hussonally Abdullally, Bombay, being the cost of stationery supplied ...	137 10 0	
758	Paid to Manager, Indian Press, Allahabad, in full payment of his bill No. 68, dated 16th March, 1917, for printing charges ...	117 12 0	
759	Salary of Babu Brahmanand Sinha for March, 1917 ...	200 0 0	
760	Salary of Babu Beni Madho Mehrotra for March, 1917 ...	150 0 0	
761	Salary of Office Staff and Bungalow rent for the month of March, 1917 ...	227 7 3	3,947 13 7
			3,947 13 7

S. No.	Particulars of bills.	Amount.	Total.
		Rs. a. p.	Rs. a. p.
	<b>C. H. College Boarding House and Library.</b>		
	Brought over ...	...	3,947 13 7
688	Salary of College Staff (bill No. 186) for February, 1917 ...	4,423 4 6	
689	House allowance bill No. 185 ...	85 0 0	
690	College Furniture bill No. 165 ...	50 0 0	
691	Biology apparatus bill No. 179 ...	87 14 0	
692	Price of acids purchased, as per bill No. 180 ...	229 12 0	
693	Price of acids purchased, as per bill No. 183 ...	61 4 0	
694	Chemical apparatus bill No. 184...	520 0 0	
695	Boarding House Salary bill No. 181 ...	206 0 0	
696	Boarding House Contingent bill No. 182 ...	33 8 9	
697	Library Books and Periodicals bill No. 177 ...	44 14 0	
698	Ditto No. 178 ...	5 13 0	
701	Rent bill No. 618 ...	34 0 0	
702	Do. 617 ...	20 0 0	
736	College Prize bill No. 194 ...	188 12 0	
737	Recoupment bill No. 193 ...	162 5 2	
738	Boarding House bill No. 195 ...	23 8 0	
739	Physical apparatus bill No. 197 ...	72 12 0	
740	Scholarship bill No. 196 ...	53 0 0	
741	Physical apparatus bill No. 200 ...	117 12 0	
742	Stationery and Printing bill No. 204 ...	2 12 0	
743	College Imprest Recoupment bill No. 202 ...	34 2 0	
744	Library Books and Periodicals bill No. 198 ...	36 10 0	
745	Ditto No. 188 ...	173 2 0	
746	Ditto No. 189 ...	12 12 0	
747	Ditto No. 190 ...	40 9 0	
748	Ditto No. 191 ...	31 7 0	
749	Library Binding charges bill No. 192 ...	7 8 0	
762	College Salary bill No. 205 for March, 1917 ...	4,426 0 3	
763	Physical apparatus bill No. 209 ...	367 4 0	
764	Recoupment bill No. 213 ...	42 13 9	
765	Printing bill No. 212 ...	4 9 0	
766	Chemical bill No. 203...	3 9 0	
	Carried over ...	11,602 9 5	3,947 13 7

S. No.	Particulars of bills.	Amount.	Total.
		Rs. a. p.	Rs. a. p.
	Brought over ...	11,602 9 5	3,947 13 7
767	College Medals bill No. 199 ...	51 2 0	
768	Library Contingency bill No. 201 ...	12 4 6	
769	Library Books and Periodicals bill No. 208 ...		
770	Ditto No. 211 ...	13 5 0	
771	Ditto No. 210 ...	36 15 0	
772	College Boarding House establishment bill No. 207 ...	18 3 0	
777	Rent bill No. 637 ...	206 0 0	
778	Do. No. 636 ...	34 0 0	
778	Do. No. 636 ...	20 0 0	
753	Dr. Sobharam's allowance bill, dated 3rd March, 1917 ...	41 12 0	
	<b>C. H. Collegiate School, Expenditure.</b>		12,036 2 11
703	School Salary bill for February, 1917 ...	2,086 7 8	
704	School Buildings repairs bill No. 68 ...	1 15 0	
705	Technical apparatus bill No. 69 ...	6 15 9	
706	Servants' uniforms bill No. 70 ...	7 10 9	
707	Books and Magazines bill No. 71 ...	11 2 0	
708	Miscellaneous charges bill No. 73 ...	6 9 9	
709	Ditto No. 76 ...	5 4 0	
710	Ditto No. 77 ...	3 4 0	
711	Prize bill No. 56 ...	150 0 0	
712	Maps and Globes bill No. 67 ...	98 0 0	
713	Scholarship bill No. 78 ...	43 6 0	
714	Books and Magazines bill No. 714 ...	9 15 0	
715	Recoupment bill No. 74 ...	45 13 3	
781	Salary bill for March, 1917 ...	2,073 6 5	
782	School repairs bill No. 72 ...	21 2 3	
783	Recoupment bill No. 83 ...	18 13 0	
784	School furniture bill No. 82 ...	8 0 0	
785	Recoupment bill No. 79 ...	79 3 0	
786	Servants' uniforms bill No. 81 ...	20 3 0	
	<b>R. S. Pathshala Expenditure.</b>		4,697 2 10
686	R. S. P. Scholarship bill No. 686 ...	9 0 0	
687	Salary bills Nos. 621 and 622 for February, 1917 ...	494 11 0	
728	Scholarship bill No. 624 ...	4 8 0	
729	Boarding House expenses bill No. 625 ...	115 6 6	
730	Religious examination bill No. 627 ...	50 0 0	
	Carried over ...	673 9 6	20,681 3 4

S. No.	Particulars of bills.	Amount.	Total.
		Rs. a. p.	Rs. a. p.
	Brought over ...	673 9 6	20,681 3 4
773	Salary bills Nos. 639 and 640 for March, 1917 ...	482 11 0	
774	Chatravas expenses for March 1917, as per bill No. 638 ...	240 12 0	
	<b>C. H. C. Managing Committee Office Expenditure.</b>		1,397 0 6
699	Salary of Managing Committee Office, for February, 1917, as per bills Nos. 619 and 620 ...	143 5 6	
700	Recoupment bill No. 37 to 57 ...	982 9 4	
734	Stable expenses bill No. 631 ...	39 1 0	
735	Salary of Stable Staff bill No. 632 ...	36 0 0	
775	Salary of M. C. Office Staff, for March, 1917, as per bills Nos. 634 and 635 ...	143 5 6	
779	Recoupment bill No. 641 ...	702 10 4	
	<b>C. H. C. Magazine Expenditure.</b>		2,046 15 8
699	Editor's allowance bills Nos. 619 and 620 ...	50 0 0	
699	Magazine Establishment bills Nos. 619 and 620 ...	55 0 0	
731	Printing charges bill No. 630 ...	110 0 0	
732	Ditto No. 623 ...	97 8 0	
733	Recoupment bill No. 629 ...	58 10 9	
776	Editor's allowance for March, 1917, bills Nos. 634 and 635 ...	50 0 0	
	Magazine Establishment for March, 1917, as per bills Nos. 634 and 635 ...	55 0 0	
780	Printing bill No. 633 ...	41 8 0	
			517 10 9
	Total Rs. ...	...	24,642 14 3

10. The meeting was adjourned to 8th April, 1917, at 3 P.M., to meet at the same place.

SUNDAR LAL,  
Vice-Chancellor.



# MINUTES OF THE ADJOURNED MEETING OF THE FACULTY OF ARTS.

No. 4.

8TH APRIL, 1917—12 NOON.

Present:

1. The Hon'ble Sir Sundar Lal, Rai Bahadur, Kt., C.I.E., B.A.,  
LL.D., *Vice-Chancellor, in the Chair,*
2. Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A.,  
*Pro-Vice-Chancellor,*
3. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
4. The Hon'ble Dr. Tej Bahadur Sapru, M.A., LL.D.,
5. Professor Bertram Keightley, M.A., Bar-at-Law,
6. Professor Bhagavan Das, M.A.,
7. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.,
8. Mahamahopadhyaya Pandit Haraprasad Shastri, M.A., C.I.E.,  
F.A.S.B.,
9. Mahamahopadhyaya Dr. Ganganatha Jha, M.A., D.Litt.,  
M.R.A.S.,
10. Professor Radha Kumud Mukerji, M.A., Ph.D., P.R.S.,
11. Professor P. Seshadri, M.A.,
12. Professor Phani Bhushan Adhikari, M.A.,
13. Professor Syama Charan De, M.A.,
14. Professor Lakshmi Narayan, M.A.,
15. Professor Satyavrata Bhattacharya, M.A.,
16. Professor Sri Prakasa, B.A., Bar-at-Law,
17. Dr. T. K. Laddu, B.A., Ph.D.,
18. Dr. Ganesh Prasad, M.A., D.Sc.,
19. Professor Bireswar Banerji, M.A.,
20. Professor Bejoy Kumar Sarkar, B.A.,
21. Professor Nilkamal Bhattacharya, M.A.,
22. Babu Raghubir Prasad Varma, M.A., C.E., and
23. Professor Guru Prasanna Bhattacharya, M.A., *Vedant-Shastri.*

1. In view of the fact that a separate paper on "Fiction" was not adopted, it was proposed to refer the whole course for the examination for the degree of Master of Arts in English back to the Board of Studies in that subject for reconsideration. A question arose as to the number of papers that should be prescribed for the M. A. Examination. A discussion also arose as to uniformity in the number of papers and the desirability of introducing *viva voce* Examination in English in all examinations, excepting the Admission Examination. It was resolved—

- (a) that uniformity in the number of papers in all subjects for the examination for the degree of Master of Arts was not possible ;
- (b) that the number of papers and the distribution of subjects be left for the consideration of the Board of Studies ; and
- (c) that, in view of the above changes, it was resolved to refer back the courses in English for reconsideration and final report of the Board of Studies.

2. Mahamahopadhyaya Dr. Ganga Nath Jha, the Convener of the Board of Studies in Sanskrit and Pali, then moved that the recommendations of that Board be adopted.

Resolved that the recommendations of the Board of Studies in Sanskrit be adopted, as modified by the Faculty (*vide* Appendix A).

3. Professor Satyavrata Bhattacharya, the Convener of the Board of Studies in History, moved for the adoption of the courses recommended by the Board of Studies in History.

The motion about the Admission Examination was taken up first.

Professor Keightley proposed that no text-books should be prescribed, but only a syllabus, though some text-books might be recommended for study.

Dr. Tej Bahadur Sapru seconded the motion.

The motion being put to the vote was lost, five voting for and twelve against it.

4. Mahamahopadhyaya Pandit Hara Prasad Shastri moved for the adoption of alternative text-books in History and Geography for the Admission Examination.

Dr. Tej Bahadur Sapru seconded the motion.

The motion was put to the vote and carried.

5. The recommendations as to courses for the Intermediate Examination were then taken up.

Professor Keightley proposed that the recommendations be referred back to the Board of Studies, with a suggestion that a syllabus with text-books recommended for study be substituted for the recommendations in the present form.

Dr. Tej Bahadur Sapru seconded the motion.

The motion was put to the vote and lost, four voting for and nine against the proposal.

6. Professor Keightley moved that Politics and Economics be excluded from the courses in the Intermediate Examination.

Dr. Laddu seconded the motion.

The motion was put to the vote and lost, three voting for and seven against it.

7. It was resolved that for the Intermediate Examination there should be two papers in History, each of three hours duration and carrying a maximum of 100 marks each—one on the History of India and the other on the histories of Greece and Rome.

8. Resolved that the meeting be adjourned to Monday, the 9th April, 1917, at 7 A.M.

SUNDAR LAL,

*Vice-Chancellor and Dean of the Faculty.*

## APPENDIX. A.

*Recommendations by the Board of studies in Sanskrit,  
as finally accepted by the Faculty of Arts.*

### ADMISSION EXAMINATION.

Paper I. (100 marks ; 3 hours).

Vâlmîkiya Râmâyana—Selections (not exceeding 300 Verses).

Hitopadêsha (Expurgated Edition).

Chânakya Nîti (Expurgated).

Grammar—

Shabdarûpâvalî, Dhâturûpâvalî.

Simple rules of Syntax and Compounds.

Paper II. (100 marks ; 3 hours).

Translation—from English into Sanskrit.

*Sanskrit shall be written in the Devanagari script.*

### INTERMEDIATE EXAMINATION.

Paper I.—*Prose.* (100 marks ; 3 hours).

Selections from (a) the narrative portions of Brâhmaṇas,  
Âraṇyakas and Upaniṣads (not exceeding 15 pages);

(b) Harṣacharita;

(c) Dashakumâracharita;

(d) Jâtakamâlâ; and

(e) Upamitibhavaprapanchâ Kathâ.

The last four not exceeding 50 pages.

Paper II.—*Poetry.* (100 marks ; 3 hours).

Raghuvamsha—Cantos I and II.

Bhartrhari—Nîtiśataka.

Paper III. (100 marks; 3 hours).

(a) Grammar—Declension, Conjugation, Syntax, Compounds, and Derivations (Krt and Taddhita).

(b) Translation—from English into Sanskrit.

*Sanskrit shall be written in the Devanagari script.*

### B.A. EXAMINATION.

#### PASS COURSE.

Paper I. (100 marks; 3 hours).

(a) Uttaracharita.

(b) Selections from—

(1) The narrative portions of Brāhmaṇas, Āraṇyakas and Upaniṣads (not exceeding 15 pages).

(2) Kādambarī—Kathāmukhaprakaraṇa.

(3) Avadānashataka of Āryasura (20 pages).

Paper II. (100 marks; 3 hours).

(a) Mēghadūta.

(b) Vikramaṇikacharita (I and II).

(c) Vāmana's Kāvyaṇkāra-Sūtra.

Paper III. (100 marks; 3 hours).

(a) Grammar.

(b) Translation—from English into Sanskrit.

*Questions on the History of Sanskrit Kāvya-Literature shall be distributed over all the papers.*

*Sanskrit shall be written in the Devanagari script.*

#### HONOURS COURSE.

(In addition to the above).

Paper IV. (100 marks; 2 hours).

Laghu-Kaumudī.

*Viva-Voce*: --(a) Sāṅkhyakārikā, with Gaudapāda-bhāṣya;—(b) Tarkabhaṣā (100 marks).



M.A. EXAMINATION.

(Each paper to be of three hours' duration and to carry 100 marks).

(PREVIOUS).

Paper I.

- (a) Selections from the Four Vedas (not exceeding 50 pages).
- (b) Katha Upaniṣad, with Shāṅkara-Bhāṣya.
- (c) Vedic Grammar: Siddhāntakaumudī—Vaidikī Prakriyā.

Paper II.

Sarvasiddhāntasaṅgraha (Ed. by Rangacharya).  
Sāṅkhya-Kārikā, with Tattvakaumudī.  
Bhāṣaparichchheda.

Paper III.

Shishupālavadha—1 and 2.  
Kīrātārjunīya—1 and 2.  
Madhya-Kaumudī.

Paper IV.

Prākṛitalakṣaṇa.  
Mr̥chchhakatika.  
Sāhityadarpaṇa—Ch. 10.

Paper V.

- (a) Macdonnell's History of Sanskrit Literature (75 marks).
- (b) Buhler's Indian Paleography (with Plates), or Gauri-Shankar Ojha's Prāchinalekhamālā (25 marks).

(FINAL).

GROUP A.

*Vedic Literature.*

Paper I.

Selected portions of Vedic Samhitās.

- (a) Yajurveda—Adh. 16.
- (b) R̥gveda—Pavamāna Sūkta.

(c) Atharva Veda—Chs. 1 & 2.

Brahmaṇa—Aitarêya (last chapter).

Upaniṣad—Taittiriya.

Āraṇyaka—Aitarêya.

Paper II.

Sāyaṇa's Introduction to his R̥gvêdabhāṣya.

Charaṇavyūha.

Paper III. Macdonnell's Vedic Grammar for Students:

Shaunaka's or Kātyāyana' Prātishākhya.

Bhandarkar's Wilson Lectures.

Paper IV. Composition.

#### GROUP B.

##### *Vyākaraṇa.*

Papers I & II. Siddhāntakaumudī (omitting Svaraprakriyā),

or Ashtādhyāyī, with Kāshikā.

Muir's Texts, Vol. II.

Paper III. Vaiyākaraṇabhūṣaṇasāra.

Mahābhāṣya—Paspashāhnika.

Paper IV. Composition.

Joyce—Principles of Comparative Philology.

Introduction to the study of the History of Languages.

#### GROUP C.

##### *Kāvya-Sāhitya.*

Paper I. Vālmîki—Sundarakāṇḍa.

Mahabharata.

Shrimadbhāgavata.

} Selections (20 Chs. from each).

Dharmasharmābhyaudaya (1 & 2) (Longmans).

Sundarānanda (1 to 6). [String, Longmans Wheeler.]

Buddhacharita (Cantos 2 to 5).

Naisadhacharita—Canto 1.

Shishupālavadha (11 and 12).

Paper II.

Shakuntala.

Svapnavāsavadatta.

Pratijnāyaugandharāyaṇa.

Prābodhachandrodaya.

Vēṇīsamhāra.

Dasharûpaka.

• Nâtyashâstra (Selected Chapters).

Paper III.

Kâvyaparakâsha.

Paper IV.

Composition.

GROUP D.

*Dharmashâstra.*

Paper I.

Manu.

Yâjñavalkya, with Mitâkṣarâ on Vyavahâra.

Apastamba—Dharmasûtra.

Paper II.

Jîmutâvâhana—Vyavahâramâtrkā and Dâyaabhâga.

Vîramitrodaya—Paribhâṣâprakâsha.

Paper III.

Jaiminîya-Nyâyamâlâvistara (Adhs. 1 to 3).

Paper IV.

Composition.

GROUP E.

*Mîmâṃsâ.*

Paper I.

Shabara—I-III.

Tantravârttika I.

Paper II.

Subodhinî (IV to XII).

Paper III.

Prakaranapanchikâ.

Paper IV.

Composition.

GROUP F.

*Nyâya—Vaishêṣika.*

Paper I.

Vâtsyâyanabhâṣya.

Vârttika—1.

## Paper II.

Nyâyamañjari<sup>†</sup> (Chapter on Pramêya only).

Kusumañjali—Karikas, with Haridâsî.

Nyâyabindu.

Six Buddhist Nyaya Tracts (Bengal Asiatic Society).

Parîkṣâmukhasûtra.

## Paper III.

(a) Vaishêṣika-sûtras.

(b) Prashastapâda-bhâṣya.

(c) Nyâya-muktâvali.

## Paper IV.

Composition.

## GROUP G.

*Vedânta.*

## Paper I.

Shârîraka Bhâṣya—I and II, i and ii.

Shrî-Bhâṣya—I-i, I to 4.

Aṇu-Bhâṣya—I-i, 1 to 4.

## Paper II.

Siddhânta-lêsha.

Vivaraṇapramêyasamgraha I.

Pañchadashî.

## Paper III.

Purva-Mîmâṃsâsûtra, with Subodhinî I.

Bhagavadgîtâ.

Mandukya-Upaniṣad, with Gaudapâda-kârikâs.

## Paper IV.

Composition.

## GROUP H.

*Epigraphy and Paleography.*

## Paper I.

Ashoka, and Kushâna Inscriptions.

Rapson: Ancient Indian Coins.

## Paper II.

Gupta Inscriptions.

Paper III.

Cunningham's Geography, with later identifications.  
Kalhana's Rājataranginī (ch. 8), with Stein's Preface.  
Ramcharitra (Memoirs: Asiatic Society of Bengal).

Paper IV.

Composition.

In every group, there shall be a *viva-voce* examination  
(carrying 100 marks).

*In all examinations Sanskrit shall be written in the  
Devanāgarī script.*

PALI.

Each paper to be of three hours' duration and to carry  
100 marks.

*Previous.*

Paper I.

Pali Grammar—Emulus.  
Selections from Mahavamsa.  
" " the Jātakas.

Paper II.

Dhammapada.  
Pudgalapannati, with Commentary.

Paper III.

Milindapanha.  
Dīpavamsa.

Paper IV.

Composition.

*Final.*

Paper I.

Tharatherigāthā, with Paramārthadīpani by Dharmapāla.

Paper II.

Selections from Chullavagga and Mahāvagga and Lali-  
tavistara.

Paper III.

Dīghanikāya, Vol. I.  
Bodhicharyavatara, with Commentary (Ch. 9 only).

Paper IV.

Kāchchāyana's Grammar.  
History of Buddhist Literature.  
*Viva Voce* (100 marks).



# MINUTES OF THE ADJOURNED MEETING OF THE FACULTY OF ARTS.

No. 5.

9TH APRIL, 1917—7 A.M.

Present:

1. The Hon'ble Sir Sundarlal, Rai Bahadur, Kt., C.I.E., B.A., LL.D., *Vice-Chancellor, in the Chair,*
2. Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A., *Pro-Vice-Chancellor,*
3. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
4. The Hon'ble Dr. Tej Bahadur Sapru, M.A., LL.D.,
5. Professor Bhagavan Das, M.A.,
6. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.,
7. Mahamahopadhyaya Pandit Haraprasad Shastri, M.A., C.I.E., F.A.S.B.,
8. Mahamahopadhyaya Dr. Ganganatha Jha, M.A., D. Litt., M.R.A.S.,
9. Professor Radha Kumud Mukerji, M.A., Ph.D., P.R.S.,
10. Professor P. Seshadri, M.A.,
11. Professor Phani Bhushan Adhikari, M.A.,
12. Professor Syama Charan De, M.A.,
13. Professor Satyavrata Bhattacharya, M.A.,
14. Professor Sri Prakasa, B.A., Bar-at-Law.,
15. Dr. T. K. Laddu, B.A., Ph.D.,
16. Dr. Ganesh Prasad, M.A., D.Sc.,
17. Professor Bireshwar Banerji, M.A.,
18. Professor Bejoy Kumar Sarkar, B.A.,
19. Professor Nilkamal Bhattacharya, M.A.,
20. Babu Raghubir Prasad Varma, M.A., C.E., and
21. Professor Guru Prasanna Bhattacharya, M.A., *Vedant-Shastri.*

The courses in History for the B. A. Examination were considered.

1. It was resolved that a third paper on the Science of Politics be added in History.

2. Resolved that for the M. A. Course in History the limit of the subject-matter of each paper be prescribed and text-books recommended therefor, and the Board be requested to reconsider its recommendations on these lines.

3. Resolved further that the courses in History be referred back to the Board of Studies in History for revision on the lines of the resolutions embodied above.

4. Professor Lakshmi Narayan moved that the recommendations of the Board of Studies in Mathematics be adopted.

Resolved that they be adopted as modified by the Faculty (*vide* Appendix A).

5. Professor P. B. Adhikari, Convener of the Board of Studies in Bengali, moved for the adoption of the courses recommended by the Board.

Resolved that they be referred back to the Board for reconsideration on the lines indicated by the Faculty.

6. Resolved that the meeting be adjourned to 12 noon, on Monday, the 9th April, 1917.

SUNDARLAL,

*Vice-Chancellor and Dean of the Faculty.*

## APPENDIX A.

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*Recommendations by the Board of Studies in Mathematics,  
as adopted by the Faculty of Arts.*

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### ADMISSION EXAMINATION.

#### **Mathematics.**

There will be two papers in Mathematics, one paper in Arithmetic and Algebra, and a second paper in Geometry.

The courses shall be as follows:—

(1) *Arithmetic*.—The whole of Arithmetic. (The use of Algebraical symbols, and processes will be permitted).

(2) *Algebra*.—The Four Simple Rules, Fractions, Greatest Common Measure, Least Common Multiple, Factors, Remainder Theorem, Proportion, Easy Surds, Theory of Indices, Simple Equations of one or more unknown quantities, with easy problems, Easy Quadratic Equations, Elementary Graphs.

(Candidates will be provided with squared paper.)

(3) *Geometry*, Practical and Theoretical.

The questions on Practical Geometry will be set on the constructions contained in the annexed Schedule A,

together with easy extensions of them. All figures should be drawn accurately, for which purpose every candidate should provide himself with a graduated scale, a pair of set squares, a protractor, a compass and a hard pencil.

The questions on Theoretical Geometry will consist of theorems contained in the annexed Schedule B, together with easy extensions and deductions, with numerical illustrations. Any proof of a proposition will be accepted which appears to the Examiners to form part of a systematic treatment of the subject ; the order in which the theorems are stated in Schedule B is not imposed as the sequence of their treatment. In the proof of the theorems hypothetical constructions will be permitted.

(Candidates will be provided with squared paper.)

### Schedule A.

Bisection of angles and of straight lines.

Construction of perpendiculars to straight lines.

Construction of an angle equal to a given angle.

Construction of parallels to a given straight line.

Simple cases of construction from sufficient data of triangles and quadrilaterals.

Division of straight lines into a given number of equal parts or into parts in any given proportions.

Construction of a triangle equal in area to a given polygon.

Construction of tangents to a circle and of common tangents to two circles.

Simple cases of the construction of circles from sufficient data.

Construction of a fourth proportional to three given straight lines and a mean proportional to two given straight lines.

Construction of regular figures of 3, 4, 6, or 8 sides in or about a given circle.

Construction of a square equal in area to a given polygon.

### Schedule B.

#### ANGLES AT A POINT.

If a straight line stands on another straight line, the sum of the two angles so formed is equal to two right angles; and the converse.

If two straight lines intersect, the vertically opposite angles are equal.

#### PARALLEL STRAIGHT LINES.

When a straight line cuts two other straight lines, if

- (i) a pair of alternate angles are equal, or
- (ii) a pair of corresponding angles are equal, or
- (iii) a pair of interior angles on the same side of the cutting line are together equal to two right angles, then the two straight lines are parallel; and the converse.

Straight lines which are parallel to the same straight line are parallel to one another.

#### TRIANGLES AND RECTILINEAL FIGURES.

The sum of the angles of a triangle is equal to two right angles.

If the sides of a convex polygon are produced in order, the sum of the angles so formed is equal to four right angles.

If two triangles have two sides of the one equal to two sides of the other, each to each, and also the angles contained by these sides equal, the triangles are congruent.



If two triangles have two angles of the one equal to two angles of the other, each to each, and also one side of the one equal to the corresponding side of the other, the triangles are congruent.

If two sides of a triangle are equal, the angles opposite to these sides are equal ; and the converse.

If two triangles have the three sides of the one equal to the three sides of the other, each to each, the triangles are congruent.

If two right-angled triangles have their hypotenuses equal, and one side of the one equal to one side of the other, the triangles are congruent.

If two sides of a triangle are unequal, the greater side has the greater angle opposite to it ; and the converse.

Of all the straight lines that can be drawn to a given straight line from a given point outside it, the perpendicular is the shortest.

The opposite sides and angles of a parallelogram are equal ; each diagonal bisects the parallelogram and the diagonals bisect one another.

If there are three or more parallel straight lines and the intercepts made by them on any straight line that cuts them are equal, then the corresponding intercepts on any other straight line that cuts them are also equal.

#### AREAS.

Parallelograms on the same or equal bases and of the same altitude are equal in area.

Triangles on the same or equal bases and of the same altitude are equal in area.

Equal triangles on the same or equal bases are of the same altitude.

Illustrations and explanations of the geometrical theorems corresponding to the following algebraical identities:—

$$\begin{aligned} k(a+b+c+\dots) &= ka+kb+kc+\dots \\ (a+b)^2 &= a^2+2ab+b^2 \\ (a-b)^2 &= a^2-2ab+b^2 \\ a^2-b^2 &= (a+b)(a-b) \end{aligned}$$

The square on a side of a triangle is greater than, equal to, or less than, the sum of the squares on the other two sides, according as the angle contained by those sides is obtuse, right, or acute. The difference in the case of inequality is twice the rectangle contained by one of the two sides and the projection on it of the other.

#### LOCI.

The locus of a point which is equidistant from two fixed points is the perpendicular bisector of the straight line joining the two fixed points.

The locus of a point which is equidistant from two intersecting straight lines consists of the pair of straight lines which bisect the angles between the two given lines.

#### THE CIRCLE.

A straight line drawn from the centre of a circle to bisect a chord which is not the diameter is at right angles to the chord; conversely, the perpendicular to a chord from the centre bisects the chord.

There is one circle and one only which passes through three given points not in a straight line.

In equal circles (or in the same circle), (i) if two arcs subtend equal angles at the centres, they are equal; (ii) conversely, if two arcs are equal, they subtend equal angles at the centres.

In equal circles (or in the same circle), (i) if two chords are equal, they cut off equal arcs; (ii) conversely, if two arcs are equal, the chords of the arcs are equal.

Equal chords in a circle are equidistant from the centre; and the converse.

The tangent at any point of a circle and the radius through the point are perpendicular to one another.

If two circles touch, the point of contact lies on the straight line through the centres.

The angle which an arc of a circle subtends at the centre is double that which it subtends at any point on the remaining part of the circumference.

Angles in the same segment of a circle are equal; and if the line joining two points subtends equal angles at two other points on the same side of it, the four points lie on a circle.

The angle in a semi-circle is a right angle, the angle in a segment greater than a semi-circle is less than a right angle, and the angle in a segment less than a semi-circle is greater than a right angle.

The opposite angles of any quadrilateral inscribed in a circle are supplementary; and the converse.

If a straight line touch a circle and from the point of contact a chord be drawn, the angles which this chord makes with the tangent are equal to the angles in the alternate segments.

If two chords of a circle intersect either inside or outside the circle, the rectangle contained by the parts of the one is equal to the rectangle contained by the parts of the other.

#### PROPORTION: SIMILAR TRIANGLES.

If a straight line is drawn parallel to one side of a triangle, the other two sides are divided proportionally; and the converse.

If two triangles are equiangular, their corresponding sides are proportional; and the converse.

If two triangles have one angle of the one equal to one angle of the other and the sides about these equal angles proportional, the triangles are similar.

The internal bisector of an angle of a triangle divides the opposite sides internally, in the ratio of the sides containing the angle, and likewise the external bisector externally.

The ratio of the area of similar triangles is equal to the ratio of the squares on corresponding sides.

The following books are suggested :—

1. A School Arithmetic for Indian Schools, by Hall, Stevens and Sims.
2. Longman's Senior Arithmetic (Indian Edition), by Dexter and Garlick, adapted for use in India, by C. Pollord.
3. Baker and Bourne's Elementary Algebra, Part I.
4. K. P. Basu's Algebra, Part I.
5. A School Geometry, Parts I-V, by Hall and Stevens.

### INTERMEDIATE EXAMINATION.

#### Mathematics.

There will be three papers in Mathematics: one paper in Algebra and Trigonometry, a second in the Geometry of Conics and Solids and the elements of Co-ordinate Geometry, and the third on Elementary Dynamics.

The courses shall be as follows :—

- (1) *Algebra*.—Quadratic equations involving two or more unknown quantities, the theory of quadratic equations and of expressions of the second degree, Imaginary Expressions, Arithmetical, Geometrical and Harmonical Progressions, Permutations and Combinations, Binomial and Exponential Theorems, Logarithmic Series and Elementary determinants.



(2) *Plane Trigonometry*—Including Solution of Triangles, and simple problems of inscribed, circumscribed and described circles. Logarithms, Graphical representation of the circular functions. Inverse circular functions.

(3) *Geometry of Conic Sections*—The properties of the Parabola, Ellipse and Hyperbola treated geometrically.

(4) *Geometry of Solids*—As in Hall and Stevens, Part VI. The use of Trigonometry and Logarithms shall be permitted in solving numerical examples.

(5) *Co-ordinate Geometry*.—The properties of the straight line and circle treated by rectangular and polar co-ordinates and the simplest equations of the Parabola, Ellipse and Hyperbola.

(6) *Elementary Mechanics*—As in Loney's *Mechanics* for beginners.

The following books are suggested :—

1. Algebra, Part II, by K. P. Basu.
2. Trigonometry, Part I, by Loney.
3. Geometrical Conics, by Ashutosh Mukerji.
4. Co-ordinate Geometry, by C. Smith.
5. Elementary Mensuration, by Stevens.

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B. Sc. EXAMINATION, OR B. A. HONOURS.

**Mathematics.**

There will be three question papers :—

**FIRST PAPER.**

*Algebra*.—Convergence and divergence of series, Simple continued fractions, Partial fractions, Easy Inequalities, Determinants, Elimination.



*Trigonometry.*—Inverse trigonometrical functions, De Moivre's theorem, Summation of trigonometrical series, Hyperbolic functions, Expansion of trigonometrical functions.

*Analytical Geometry.*—The straight line, circle, parabola, ellipse, hyperbola, and the general equation of the second degree, treated by means of rectangular, oblique and polar co-ordinates.

#### SECOND PAPER.

*Differential Calculus.*—Differentiation, successive differentiation, development of functions, indeterminate forms, partial differential co-efficients, maxima and minima for a single variable, tangents, and normals to curves, asymptotes, multiple points on curves, envelopes, convexity, concavity, points of inflexion, radius of curvature, evolutes, curve tracing.

*Integral Calculus.*—General methods of integration, standard forms, integration by parts, formulæ of reduction, rectification of plane curves, quadrature, surfaces and volumes of solids of revolution.

#### THIRD PAPER.

*Statics.*—General conditions of equilibrium of a particle and of a rigid body under the action of forces in one plane, the principle of virtual work; simple machines; friction; centres of gravity; common catenary, Hook's law.

*Kinetics of a Particle.*—Velocity and acceleration; Newton's Laws of Motion; Work and Energy; Rectilinear Motion; Projectiles in vacuum; Circular and Harmonic Motion; Simple and Cycloidal Pendulum; Impact.

*Hydrostatics.*—Fluid pressure, pressure on immersed surfaces, conditions of equilibrium of a floating body,

specific gravity, properties of gases, machines depending upon fluid pressure.

Books recommended :—

1. Hall and Knight's Higher Algebra.
2. Loney's Trigonometry, Part II.
3. C. Smith's Analytical Conics.
4. Edward's Differential Calculus.
5. Ganesh Prasad's Integral Calculus.
6. Loney's Treatise on Elementary Dynamics.
7. First three chapters of Williamson and Tarleton's Dynamics.
8. Routh or Minchin's Statics, Part I.
9. Besant's Elementary Hydrostatics.

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### B. A. EXAMINATION.

The Pass course in Mathematics for the B. A. examination shall be the same as is comprised in the 1st two papers for the B. Sc. The Honours course in Mathematics for the B. A. shall be the same as the course for the B. Sc.

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### M. A. AND M. Sc. EXAMINATION.

#### (a) *Previous Examination.*

The Examination shall consist of four papers as follows :—

#### I. (a) Integral Calculus :—

Definite integrals, multiple integrals, including Green's Theorem and Dirichlet's Theorem, Line and Surface Integrals, and use of Fourier's series.

#### (b) Differential Calculus :—

Maxima and minima of functions of two or more independent variables, multiple points,

curve tracing, change of variables and jacobians.

Edward's Differential Calculus and Frost's curve tracing are recommended.

II. (a) Solid Geometry, as in Bell's Geometry of Three Dimensions.

(b) Differential equations, as in Murray's differential equations, or the corresponding parts of Forsyth's differential equations.

III. Statics :—

Forces in three dimensions, the principle of work, centre of gravity, strings, attractions and potentials of rods, discs, spheres and spherical shells, Laplace's, Poisson's and Gauss's Theorems.

Routh's Statics and Loney's Statics are recommended.

IV. (a) Dynamics of a particle, as in Loney's "Dynamics of a Particle and of Rigid Bodies," Chapters I-X.

(b) Rigid Dynamics, limited to two dimensions, including Lagrange's equations and their applications to easy problems.

Routh's Elementary treatise on Rigid Dynamics, Chapters I-IV ;

or

Loney's "Dynamics of a Particle and of Rigid Bodies." Chapters XI-XV, XVII-XIX, are recommended.

(b) *Final Examination.*

The examination shall consist of four papers. Candidates are required to offer group A and one of the groups B and C.

GROUP A.

(1) Algebra, Trigonometry and Theory of Equations, as in Chrystal's Algebra, Part II. Chapter XXXI, Chapter XXXV, Arts. 1-18.

Hobson's Trigonometry, Chapters XIII-XVIII.

Burnside and Panton's Theory of Equations, Part I, and Chapter XIII of Part II.

(2) Analytical Conics and Differential Equations, as in Salmon's Conic Sections, Chapters IV, IX, XIV, XIX ; and

Forsyth's Differential Equations, excluding general linear equations with variable co-efficients, solution by definite Integrals, Jacobi's method and partial differential equations of the second and higher orders, with variable co-efficients.

GROUP B.

(1) Astronomy and Lunar Theory. Godfray's Astronomy and Moulton's Celestial Mechanics are recommended.

(2) Hydrostatics and Hydrodynamics, as in Besant and Ramsay's Hydromechanics, Part I, excluding Chapters IX and X ;

and

Bassets' Elementary Hydrodynamics, Chapters I, II, III, IV, VI, VII.

GROUP C.

(1) Theory of Aggregates and Theory of Functions, as in Forsyth's Theory of Functions of a complex variable, Chapters I-IV.

Hobson's Theory of Functions of a real variable, articles 1-40, 45-56, 77, 78, 164-184, 200-204, 250-254,



424 and notes A and B of Dr. Ganesh Prasad's Differential Calculus.

(2) Non-Euclidean Geometry and Differential Geometry, as in Coolidge's Non-Euclidean Geometry and Eisenhart's Differential Geometry.

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Doctor of Science DEGREE.

See Chapter XXXIV of the Regulations.



# MINUTES OF THE ADJOURNED MEETING OF THE COUNCIL.

No. 2.

8TH APRIL, 1917.—3 P.M.

Present:

1. The Hon'ble Sir Sundarlal, Kt., C.I.E., B.A., LL.D., Vice-Chancellor, in the Chair,
2. Babu Bhagavan Das, M.A.,
3. Pandit Chheda Lal, B.A.,
4. The Hon'ble Dr. Tej Bahadur Sapru, M.A., LL.D.,
5. Pandit Baldev Ram Dave,
6. Rai Bahadur Kunwar Parmanand, and
7. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.

1. Regarding the question of house accommodation for Babu Gur Prasad Dhawan, it was unanimously agreed to rent the house known as Sitaram Krishishala for his residence, on a rent of Rs. 42-8-0 per month.

2. Read letter, dated the 25th February, 1917, from Mr. Pandurang, regarding acceptance of his compilation as a text-book and its publication by the University:

Resolved that the Council regrets its inability to comply with Mr. Pandurang's request.

3. The undisposed-of portion of the minutes of the meeting of the Ranavira Sanskrit Pathshala Committee held on the 4th November, 1916, was placed before the meeting for consideration:

(i) Resolved that Pandit Dayanand Jha be appointed Assistant Professor of *Jyotish* on a salary of Rs. 30 per

month, as recommended by the Ranavira Sanskrit Pathshala Committee, and, failing him, Pandit Baldevji be appointed on a salary of Rs. 25 per month,—in either case on six months' probation ;

(ii) Resolved that Pandit Sita Ram Shastri Shenote Vyākaraṇācharya be appointed an Additional Professor for teaching *Praveshika* classes on a salary of Rs. 30 per month ;

(iii) Resolved that Pandit Achyutanand Tripathi be confirmed in his appointment, as recommended ;

(iv) Resolved that the attention of the Principal of the Central Hindu College and the Head Master, Central Hindu Collegiate School, be invited to Resolution No. 7 of the meeting of the Ranavira Sanskrit Pathshala Committee, held on the 4th November last ;

(v) Resolved that the Ranavira Sanskrit Pathshala Committee be asked to submit definite proposals regarding the award of sizarships to deserving students, mentioned in Resolution 8, for the consideration of the Council.

4. Read letter, dated the 19th January, 1917, from Mr. Devshankar Moti Ram of Ahmedabad, acknowledging the receipt of a copy of Resolution No. 4 (b) of the meeting of the Council, held on the 6th November, 1916, regarding the award of Swami Madhusudanand Saraswati Matar Shankar Vedant Prize and suggesting the grant of the same to the best graduate of *any* University :

Resolved that Mr. Devshankar Moti Ram be informed that the award of the prize was confined to a graduate of the Benares Hindu University, in accordance with the proposal made by Mr. S. V. Shanghavi in his letter of the 21st March, 1916, and that this University alone had the Faculty of Theology.

5. Read letter, dated the 13th Magh Krishna, 1973, from the Secretary, Provincial *Vaishnava Sabha* of the United

Provinces, forwarding a resolution passed at a meeting of the Sabha, held in the month of *Magh*, *Samvat* 1973, for adequate representation of the *Vaishnava* sect on the Council :

Resolved that the Secretary of the *Vaishnava Sabha* be informed that the membership of the Council was a question of election by the members of the Court.

6. Read letters, dated the 10th February, 1917, 11th February, 1917, 3rd April, 1917, and 4th April, 1917, from Mr. D. K. Karve, Dr. Naresh Chandra Sen Gupta, Lala Munshi Ram and Mr. G. R. Khandekar respectively, resigning the membership of the Court :

Resolved that the resignations of Mr. D. K. Karve and Lala Munshi Ram be laid before the Annual Meeting of the Court, that an intimation be sent to Sir Rash Bihari Ghose as to Dr. Naresh Chandra Sen Gupta's resignation and to H. H. the Maharaja Holkar of Indore as to Mr. Khandekar's resignation.

7. Read and recorded letters from donors regarding the payment of subscriptions promised by them.

8. Letter, dated 28th *Magh*, 1973, from Babu Shiva Prasad Gupta to the address of the Vice-Chancellor, intimating his intention to move certain resolutions and requesting him to keep ready answers to certain questions enclosed with his letter, was laid before the meeting, together with the reply given to him by the Vice-Chancellor :

Resolved that the reply given by the Vice-Chancellor be approved and, should the Vice-Chancellor consider it necessary to do so, information on the subject may be given to the public by communication in the Press.

9. Resolved that Rai Bahadur Kunwar Parmanand be added as a member of the Building Committee and Professor Syama Charan De, M. A., as a member of the Managing Committee of the Central Hindu College.

10. On the motion of Rai Gyanendra Nath Chakravarti Bahadur, seconded by the Hon'ble Pandit Madan Mohan Malaviya, it was resolved that Babu Gur Prasad Dhawan be appointed a member of the Managing Committees of the Central Hindu College, the Central Hindu Collegiate School and the Ranavira Sanskrit Pathshala, as well as their Assistant Secretary.

11. It was resolved that a sum of Rs. 500 be sanctioned for the publication of the Sanskrit Courses to be compiled.

12. It was also resolved that all receipts of money for the University, whether from the Central Hindu College, the Central Hindu Collegiate School, the Ranavira Sanskrit Pathshala (including the income of the Boarding Houses, Game Fees and Common Room Fees, &c.), the Collection and Landed Property Committees, the Magazine Committee, &c., in fact, receipts of all kinds which come to hand in any department of the University (excepting the P.W.D., for which separate orders will be given afterwards) must be daily credited in full by the department concerned to the Benares Hindu University accounts, in the Bank of Bengal, through the office of the Pro-Vice-Chancellor and the University Treasurer. Any sum required for expenditure must be budgetted for and drawn against it ordinarily by cheques. Emergent and petty contingent bills when passed by the Pro-Vice-Chancellor's Office will be met from the permanent advance which will be held by the University Treasurer, who will keep a permanent advance register and recoup the amount paid by him from time to time.

The forms of *chalan* and other registers to be maintained by the various departments will be those prescribed by the Auditor.

The present Office, now known as the Managing Committee's Office, will be deemed to be the Pro-Vice-Chancellor's Office, and Babu Gur Prasad Dhawan will be the Personal Assistant to the Pro-Vice-Chancellor and will scrutinize, as hitherto, all bills for payment. A sum of rupees five



thousand will remain in the hands of the Treasurer as permanent advance. All departments of the University are required to submit, as early as practicable, their budgets, in the form prescribed by the Auditor, for sanction by the Council.

SUNDARLAL,

*Vice-Chancellor.*



# MINUTES OF THE ADJOURNED MEETING OF THE FACULTY OF ARTS.

No. 6.

9TH APRIL, 1917.—12 NOON.

Present :

- 1 The Hon'ble Sir Sundarlal, Kt., C. I. E., B. A., LL.D., Vice-Chancellor, Dean of the Faculty, in the Chair,
- 2 Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A., Pro-Vice-Chancellor,
- 3 The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
- 4 Professor Bhagavan Das, M.A.,
- 5 Professor Radha Kumud Mukerji, M.A., Ph.D., P. R. S.,
- 6 Professor P. Seshadri, M.A.,
- 7 Professor Phani Bhushan Adhikari, M.A.,
- 8 Professor Syama Charan De, M.A.,
- 9 Professor Satyavrata Bhattacharya, M.A.,
- 10 Professor Sri Prakasa, B.A., Bar-at-Law,
- 11 Professor Bejoy Kumar Sarkar, B.A., and
- 12 Professor Guruprasanna Bhattacharya, M.A., Vedant-Shastri.

1. The recommendations of the Board of Studies in Urdu were then considered.

Resolved that the courses be referred back to the Board for readjustment, the Faculty being of opinion that in the Admission Examination the number of papers should be two, viz., one on Text-books and Grammar and the second on Composition, each paper to carry 100 marks and to be of three hours.

The Faculty was further of opinion that in the Intermediate and B. A. degree Examinations there should be only one paper in Composition of three hours' duration and carrying 100 marks.

2. The recommendations by the Board of Studies in Arabic and Persian were considered next.

Resolved that the number of papers in the Admission Examination be reduced from 3 to 2 and that in the B. A. Examination from 4 to 3 to make it uniform with the number of papers in Sanskrit, and that the Board be requested to re-adjust the courses on these lines.

3. The recommendations of the Board of Studies in Tamil and Telugu were adopted (*vide* Appendix A).

4. The courses in Political Economy were taken up next. Professor Satyavrata Bhattacharya, the Convener of the Board of Studies in Political Economy and Political Philosophy, moved that the recommendations of the Board be adopted :

Resolved that the courses be referred back for re-consideration and final report, the Faculty being of opinion that there should be three papers for the examination for the degree of Bachelor of Arts—one on general theory, the second on Indian Economics and the third on Political Philosophy—the Board to recast the courses on the lines indicated above.

5. The Faculty was further of opinion that for the Honours Examination in this subject, there should be one paper in an advanced course, and that the M. A. Course, as recommended, was heavier than it ought to be and should be lightened.

6. Professor P. B. Adhikari, the Convener of the Board of Studies in Philosophy, then moved for the adoption of the courses recommended by that Board :

Resolved that the courses be referred back to the Board for reconsideration and final report in the light of the discussions held.

7. Dr. T. K. Laddu, the Convener of the Board of Studies in Marathi, next moved for the adoption of the courses recommended by his Board.

Resolved that the courses be adopted, as recommended (*vide* Appendix B.)

SUNDARLAL,

*Vice-Chancellor and Dean of the Faculty.*

## INTERMEDIATE EXAMINATION.

There will be one paper on Composition in the vernacular, of three hours and carrying 100 marks. It will be partly general and partly chosen from the prescribed books.

*Books recommended for study as presenting models of composition and also to encourage general study :—*

Rajasimha, by Venkataparvatisa Kavalu.

Sudhasaratchandramu, by C. L. Narasimham.

Chandragupta, by Vidyananda Paramahamsa.

## B. A. EXAMINATION.

There will be one paper on Composition in the vernacular of three hours and carrying 100 marks. It will be partly general and partly chosen from the prescribed books.

*Books recommended for study as presenting models of composition and also to encourage general study :—*

Andhra Dasakumaracharitra, by V. Venkataroya Sastri.

Ananda Mutt, by Dorasamiawt (V. Ramasawmi Sastri and Sons).

Kavithathva Vicharamu, by C. R. Reddi, M. A.

## APPENDIX B.

*Recommendations by the Board of Studies in Marathi,  
as adopted by the Faculty of Arts.*

### ADMISSION EXAMINATION.

There will be two papers, each of 3 hours and carrying 100 marks.

The first paper will be on the prescribed texts and Grammar, and the second paper on Composition in the vernacular.

*Books recommended for study as text-books :—*

*Prose :—*

L. G. Lele : Gadyaratnasamgraha.

*Poetry :—*

Navanīta (published by the Education Department, Bombay).

*Grammar :—*

Damle : Marāṭhi Grammar.

### INTERMEDIATE EXAMINATION.

There will be one paper on Composition in the vernacular, of 3 hours and carrying 100 marks.

*Books recommended for study as presenting models of style :—*

Agarkar : Vividhalekhasamgraha.

Khare : Nānāmcā Adhikara-Yoga.

Dravid : Mahābhāratāmṛta.



## INTERMEDIATE EXAMINATION.

There will be one paper on Composition in the vernacular, of three hours and carrying 100 marks. It will be partly general and partly chosen from the prescribed books.

*Books recommended for study as presenting models of composition and also to encourage general study :—*

Rajasimha, by Venkataparvatisa Kavalu.

Sudhasaratchandramu, by C. L. Narasimham.

Chandragupta, by Vidyananda Paramahamsa.

## B. A. EXAMINATION.

There will be one paper on Composition in the vernacular of three hours and carrying 100 marks. It will be partly general and partly chosen from the prescribed books.

*Books recommended for study as presenting models of composition and also to encourage general study :—*

Andhra Dasakumaracharitra, by V. Venkataroya Sastri.

Ananda Mutt, by Dorasamiawt (V. Ramasawmi Sastri and Sons).

Kavithathva Vicharamu, by C. R. Reddi, M. A.



## APPENDIX B.

*Recommendations by the Board of Studies in Marathi,  
as adopted by the Faculty of Arts.*

### ADMISSION EXAMINATION.

There will be two papers, each of 3 hours and carrying 100 marks.

The first paper will be on the prescribed texts and Grammar, and the second paper on Composition in the vernacular.

*Books recommended for study as text-books :—*

*Prose :—*

L. G. Lele : Gadyaratnasamgraha.

*Poetry :—*

Navanîta (published by the Education Department, Bombay).

*Grammar :—*

Damle : Marâthi Grammar.

### INTERMEDIATE EXAMINATION.

There will be one paper on Composition in the vernacular, of 3 hours and carrying 100 marks.

*Books recommended for study as presenting models of style :—*

Agarkar : Vividhalekhasamgraha.

Khare : Nânâmcâ Adhikara-Yoga.

Dravid : Mahâbhâratâmrta.

## B. A. EXAMINATION.

There will be one paper on Composition in the vernacular, of 3 hours and carrying 100 marks.

*Books recommended for study as presenting models of style:—*

V. K. Chiplukkar : Nibandhamâta.

N. C. Kelkar : Kavyâñi Vinoda.

M. G. Ranade : Dharmapara Vyākhyānem.

# MINUTES OF THE MEETING OF THE FACULTY OF ARTS.

## No. 7.

5TH MAY, 1917—7 A.M.

### Present:

1. The Hon'ble Sir Sundarlal, Rai Bahadur, Kt., C.I.E., B.A.,  
LL.D., *Vice-Chancellor, in the Chair,*
2. Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A.,  
*Pro-Vice-Chancellor,*
3. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
4. Professor Bertram Keightley, M.A.,
5. Professor Bhagavan Das, M.A.,
6. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.,
7. Mahamahopadhyaya Pandit Haraprasad Shastri, M.A., C.I.E.,  
F.A.S.B.,
8. Mahamahopadhyaya Dr. Ganganatha Jha, M.A., D.Litt.,  
M.R.A.S.,
9. Professor Pundi Seshadri, M.A.,
10. Professor Phani Bhushan Adhikari, M. A.,
11. Professor Syama Charan De, M.A.,
12. Professor Satyavrata Bhattacharya, M.A.,
13. Professor Sri Prakasa, B.A. (Cantab).,
14. Pandit Ramavatar Sharma, M.A.,
15. Dr. Ganesh Prasad, M.A., D.Sc.,
16. Professor Bireswar Banerjee, M.A.,
17. Professor Bejoy Kumar Sarkar, B.A. (Harvard),
18. Pandit Ram Narayan Misra, B.A.,
19. Professor Nilkamal Bhattacharya, M.A.,
20. Babu Raghubir Prasad Varma, M.A., C.E.,
21. Pandit Guru Prasanna Bhattacharya, M.A., *Vedant-Shastri,*
22. Mr. Vinayak Nandshankar Mehta, B.A., I.C.S., and
23. Dr. Tukaram Krishna Laddu, B.A., Ph.D.

1. The minutes of the meetings of the Faculty held on the 7th, 8th and 9th April, 1917, were confirmed.

2. Professor Seshadri, the Convener of the Board of Studies in English, laid before the meeting the final report of his Board as revised by it in accordance with the resolutions of the Faculty arrived at at its meetings held on the 7th and 8th April, 1917, and moved that the courses recommended by it for the examination for the Degree of B.A. Honours be adopted.

After some discussion, the alternative courses for the examination for the Degree of B.A. Honours, as amended by the Faculty, were adopted (*vide* Appendix A).

3. Professor Seshadri then stated that, while revising the courses for the Degree of Master of Arts in English, on the lines recommended by the Faculty at its previous meetings, the Board was of opinion that the Faculty be requested to reconsider its decision about omitting "Fiction" as a separate paper, and moved that the revised recommendations of the Board, which included a separate paper on Fiction, be adopted.

Professor Keightley seconded the motion.

Dr. Laddu opposed the re-opening of the question of having a separate paper on "Fiction." Mahamahopadhyaya Pandit Adityaram Bhattacharya supported Dr. Laddu.

The question was then put to the vote. As seven were in favour of reopening the question and seven against it, the Vice-Chancellor declined to reopen the question already decided.

4. Rai Gyanendra Nath Chakravarti Bahadur then moved that the revised recommendations of the Board of Studies in English be amended by including two works on "Fiction," *viz.*, Goldsmith's *Vicar of Wakefield* and Richardson's *Pamela* in Prose Paper No. I, and two other works on "Fiction," *viz.*, George Eliot's *Romola* and Dickens' *Oliver Twist* in Prose Paper No. II.

The Hon'ble Pandit Madan Mohan Malaviya seconded the motion.

It was put to the vote and carried.

5. The recommendations of the Board of Studies in English including its recommendations as to *viva voce* examination, as amended, were then adopted (*vide* Appendix A).

6. Resolved that the recommendations of the Board of Studies in Gujarati be adopted (*vide* Appendix B).

7. Resolved that the revised recommendations of the Board of Studies in Bengali be adopted (*vide* Appendix C).

8. Resolved that the revised recommendations of the Board of Studies in Philosophy, as amended, be adopted (*vide* Appendix D).

9. The meeting at this stage was adjourned to 2-30 P.M. on the same day.

SUNDARLAL,

*Vice-Chancellor and Dean of the Faculty.*



## APPENDIX A.

*Revised recommendations by the Board of Studies in English, as modified and adopted by the Faculty.*

### Arts and Science.

#### ADMISSION EXAMINATION.

There will be two papers, each of three hours' duration. The first will be on the text-books of poetry and prose prescribed by the University, with questions on English usage and idiom bearing on them. The second will consist of easy exercises in paraphrase and composition, and of exercises in composition based on the subject-matter of books prescribed for general or "non-detailed" study.

#### INTERMEDIATE EXAMINATION.

There will be two papers, each of the duration of three hours, in text-books, one in poetry and the other in prose. There will be two other papers, also of the duration of three hours each, one containing exercises in general composition, including an essay, and the other of subjects for essay-writing bearing on books for non-detailed study. The books of poetry prescribed for the course will ordinarily include a play of Shakespeare, but questions in it will be limited to the interpretation of the text and to an appreciation of the story. The books prescribed for general study will, as far as possible, be representative of different kinds of prose composition. There will also be a *viva voce* examination, which will be limited to a test of the candidate's capacity to use the English language.

### B. A. EXAMINATION.

There will be four papers in all, each of the duration of three hours, two in text-books, poetry and prose respectively, and two in essay-writing, one general and the other relating to books prescribed for general study. The books prescribed in poetry will ordinarily include one of the more difficult plays of Shakespeare, and some selections from Milton. The books for non-detailed study will, as far as possible, be representative of narrative, descriptive, expository and persuasive composition. There will also be a *viva voce* examination which will be limited to a test of the student's capacity to use the English language.

### B. Sc. EXAMINATION.

Students appearing for the B.Sc. Examination will answer the two papers in composition set for the B. A. Examination and will be required to pass in them. They will also undergo the *viva voce* examination. The subjects set for general composition will generally have alternatives specially suitable for students of Science. Similar provision will be made, at least with regard to some of the books prescribed for general study.

### B.A. HONOURS EXAMINATION.

The Honours Examination will consist of a single paper of three hours' duration, containing general questions on the life and work of one or more of the writers prescribed for the B. A. course, with special reference to books selected for the purpose.

### M. A. EXAMINATION.

There will be nine papers for the M. A. Examination, each of three hours' duration, any four of which will be for the Previous and the other five for the Final. Two papers will be in poetry, one in texts from Chaucer to the end of the 18th century and the other in texts of the 19th and 20th centuries. There will be two corresponding papers in

prose, and two in drama, one on at least four representative plays of Shakespeare and the other on other specimens of English Dramatic Literature. There will also be a paper on representative specimens of English Criticism, and two others, one in the History of English Literature and the other in Essay-writing, on an advanced literary subject. A knowledge of the History of English Literature will be demanded of the student, not only in the special paper on the subject, but also in all the papers on text-books, and the examination in Shakespeare will include a general acquaintance with Shakespearean Art and Criticism.

*N. B.—Alternative questions will be set, at least to the extent of half the number of questions in each paper, in all examinations.*

The examination scheme will be as follows in the various courses :—

#### ADMISSION EXAMINATION.

Texts.....	3 hours.....	100 marks.
Composition.....	3 " .....	Do.

#### INTERMEDIATE EXAMINATION.

Poetry.....	3 hours.....	100 marks.
Prose.....	3 " .....	Do.
General Composition.....	3 " .....	Do.
Special Composition.....	3 " .....	75 marks.
Viva voce.....		25 "

#### B. A. EXAMINATION.

Poetry.....	3 hours.....	100 marks
Prose.....	3 " .....	Do.
General Composition.....	3 " .....	Do.
Special Composition.....	3 " .....	75 marks.
Viva voce.....		25 "

#### B. Sc. EXAMINATION.

General Composition.....	3 hours.....	100 marks.
Special Composition.....	3 " .....	75 marks.
Viva voce.....		25 "

**B. A. HONOURS.**

In addition to the papers of the B. A. Examination in English :—

Special paper..... 3 hours.....100 marks.

**M. A. EXAMINATION.**

Poetry I.....	3 hours.....	100 marks
Poetry II.....	3 „ .....	Do.
Prose I.....	3 „ .....	Do.
Prose II.....	3 „ .....	Do.
Drama I.....	3 „ .....	Do.
Drama II.....	3 „ .....	Do.
Criticism.....	3 „ .....	Do.
History of Literature.....	3 „ .....	Do.
Essay.....	3 „ .....	Do.

**Text Books.****ADMISSION EXAMINATION.**

1. Poetry.—Anthology of Verse for Indian Schools, edited by Thomson (Macmillan & Co., Ltd.). Narrative Poems. Patriotic Poems and Southey's Scholar. Leigh Hunt's Abou Ben Adhem. Toru Dutt's Casuarina Tree. Longfellow's Day is Done. Christina Rossetti's Song. Tennyson's Farewell. Shakespeare's Ariel Song.

2. Prose.—Kingsley: Heroes (Blackie and Son's edition). Ruskin: King of the Golden River (Longman's Class Books of English Literature).

3. Non-detailed study.—Sister Nivedita: Cradle Tales of Hinduism (Longmans). Lamb: Tales from Shakespeare.

**INTERMEDIATE EXAMINATION.**

1. Poetry:—Shakespeare: Merchant of Venice.  
Tennyson: Mort D'Arthur.

Goldsmith: The Traveller and the Deserted Village.

2. Prose.—Coverley Papers, edited by Myers (Oxford University Press).



Boswell : Life of Johnson (Blackie's English Texts).

Froude : Short Studies on Great Subjects (Longman's Class Books).

3. Non-detailed study.—Payne : Annals of Mewar (Abridged from Tod-Routledge).

Scott : Ivanhoe.

Grierson : Scot (Peeps at Great Men. A. & C. Black).

Fowler : British Orators (Macmillan).

#### B. A. DEGREE EXAMINATION.

1. Poetry.—Shakespeare : Hamlet and Henry V.

Milton : Paradise Lost, Books I and II.

Shelley : Adonais ; The Skylark ; The Sensitive Plant.

2. Prose.—Ruskin : Sesame and Lilies.

Nineteenth Century Essays, edited by Sampson (Cambridge University Press).

Essays on Addison, edited by Hadow (Oxford University Press).

3. Non-detailed study.—Burke : Conciliation with America. (Macmillan & Co.)

Marvin : The Living Past (Oxford University Press).

Nivedita : Footfalls of Indian History (Longmans).

Newman : Idea of a University.

#### B. Sc. DEGREE EXAMINATION.

Non-detailed study.—As in No. 3 of B.A., but instead of the last—

Huxley : Man's Place in Nature and other Essays.

Tyndall : Glaciers.

#### B. A. HONOURS EXAMINATION.

One of the following groups of books, in addition to those prescribed for the B.A. Examination in English :—

1. Sidney Lee : Shakespeare.

Raleigh : Shakespeare (English Men of Letters Series).



Johnson on Shakespeare (Oxford University Press).

or

2. Raleigh: Milton

Pattison: Milton (English Men of Letters Series).

Addison: Paradise Lost.

Macaulay: Milton.

or

3. Symonds: Shelley.

Shelley's Defence of Poetry and Browning's Essay on Shelley (Heath & Co.).

Brandes: Naturalism in England (with special reference to Byron, Shelley and Keats).

or

4. Courthope: Addison (English Men of Letters Series).

Johnson: Addison (Lives of Poets).

Leslie Stephen: Literature and Society in the Eighteenth Century.

Frederic Harrison: Ruskin (English Men of Letters Series).

M. A. EXAMINATION.

1. Poetry—Part I.

Chaucer: Prologue.

Milton: Paradise Lost, Books I-IV.

Pope: Essay on Man.

Gray: Odes.

2. Poetry—Part II.

Wordsworth: Selections, Part I (Macmillan).

Shelley: Selections (English Romantic Poets. Cambridge University Press).

Byron: Childe Harold's Pilgrimage, Canto I.

Tennyson: In Memoriam.

3. Prose—Part I.

More: Utopia.

English Essays: Selected by Peacock. Bacon to Goldsmith (Oxford University Press).

Milton: Areopagitica.

Goldsmith: Citizen of the World.

Do Vicar of Wakefield.

Richardson: Pamela.

4. Prose—Part II.

Landor: Imaginary Conversations (Scott Library).

Macaulay: Essay on Milton.

English Essays: Goldsmith to Stevenson. Selected  
by Peacock (Oxford University Press).

Walter Pater: The Renaissance.

George Eliot: Romola.

Dickens: Oliver Twist.

5. Drama—Part I (Shakespeare).

Romeo and Juliet.

Much Ado About Nothing.

King Lear.

The Tempest.

Books recommended:—

Sir Sidney Lee: Life of Shakespeare.

Sir Walter Raleigh: Shakespeare.

Dowden: Shakespeare's Mind and Art.

Bradley: Shakespearean Tragedy.

Moulton: Shakespeare as a Dramatic Artist.

6. Drama—Part II.

Marlowe: Tamburlaine.

Sheridan: Rivals.

Shelley: Prometheus Unbound.

Bernard Shaw: Captain Brassbound's Conversion.

Books recommended:—

Shelling: English Drama (Dent's Channels of  
English Literature).

Ward: Dramatic Literature.

7. Criticism.

Sidney: Apology for Poesie.

Addison: Criticisms on Paradise Lost.

Wordsworth: Prefaces (Heath & Co.)

Arnold: Essays on Criticism (Second Series).

Meredith: Essay on Comedy.

Books recommended :—

Saintsbury: History of English Criticism.

Hudson: Introduction to the Study of Literature.

Courthope: Life in Poetry and Law in Taste.

8. History of English Literature.

Books recommended :—

Saintsbury: History of English Literature.

Lang: History of English Literature.

For reference: Ward: English Poets.

Oraik: English Prose.

Morley: English Men of Letters Series.

Hudson: Introduction to the Study of Literature  
(Harrap).

Cowl: Theory of Poetry in England (Macmillan).

Hepple: Lyrical Forms in English (Cambridge University Press).

Courthope: History of English Poetry.

Chambers' Cyclopædia of English Literature.

Cambridge History of English Literature.

Oxford Book of English Verse.

Palgrave: Golden Treasury.

9. Essay.

## APPENDIX B.

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*Recommendations by the Board of Studies in Gujarati, as adopted by the Faculty.*

### ADMISSION EXAMINATION.

There will be two papers, each of three hours and carrying 100 marks.

The first paper will be on the prescribed texts and grammar, and the second paper on composition in the vernacular.

Books recommended for study as text-books :—

Karana Ghelo.....	By Nandshanker Tuljashanker (School Edition).
Mamerun.....	By Kavi Premananda.
Forbes Viraha.....	By Kavi Dalpatram.
Smarana Samhita.....	By Narsingrao B. Divatia.

### INTERMEDIATE EXAMINATION.

There will be one paper on composition in the vernacular, of three hours and carrying 100 marks.

Books recommended for rapid reading :—

Hasya Mandir.....	By Ramanbhai & Mrs. Vidya Ramanbhai.
Narmad Jivan.....	By Navalram.
Hridaya Vina.....	By Narsingrao B. Divatia.
Parakramani Prasadi.....	By K. H. Dhruva.

### B. A. EXAMINATION.

There will be one paper on composition in the vernacular, of three hours and carrying 100 marks.

Apano Dharma.....	By A. B. Dhruva.
Uttarram Charita.....	By Manilal N. Dhruva.
Sathina Sahityanu Digdarshana.....	By D. P. Derasari.
Melani Mudra.....	By K. H. Dhruva.

## APPENDIX C.

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*Revised recommendations by the Board of Studies in Bengali, as modified and adopted by the Faculty of Arts.*

### ADMISSION EXAMINATION.

There will be two papers, each of three hours and carrying 100 marks.

The first paper will be on the prescribed texts and grammar, and the second paper on composition in the vernacular.

Books recommended for study as text-books :—

- (1) Meghanadabadha Kavya (মেঘনাদবধ কাব্য), by Madhusadan Dutt, Canto 1.
- (2) Katha-o-Kahini (কথা ও কাহিনী), by Rabindranath Tagore.
- (3) Sitar Banavasa (সীতার বনবাস), by Ishwara Chandra Vidyasagara.
- (4) Bhasha-Bodha (ভাষাবোধ), by Nakuleshwar Bhattacharya.

### INTERMEDIATE EXAMINATION.

There will be one paper on composition in the vernacular, of 3 hours and carrying 100 marks.

Books recommended for study as presenting models of style :—

- (1) Banger Ratnamala (বঙ্গের রত্নমালা), by Kali Krishna Bhattacharya.
- (2) Charita Katha (চরিত কথা), by Ramendra Sunder Trivedi.



- (3) Prachya-o-Pashchatya (প্রাচ ও পশ্চাত), by Swami Vivekananda.
- (4) Shabda-Tattwa (শব্দতত্ত্ব), by Rabindranath Tagore.

#### B. A. EXAMINATION.

There will be one paper on composition in the vernacular, of 3 hours and carrying 100 marks.

Books recommended for study as presenting models of style :—

- (1) Prabhata-Chinta (প্রভাত চিন্তা), by Kali Prasanna Ghosh.
- (2) Balmikir Jaya (বাল্মিকীর জয়), by Hara Prasad Shastri.
- (3) Bindur Ohhele (বিন্দুর ছেলে), by Sharat Chandra Chatterji.
- (4) Adhunik Sahitya (আধুনিক সাহিত্য), by Rabindranath Tagore.

## APPENDIX D.

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*Revised recommendations by the Board of Studies in  
Philosophy, as modified and adopted by the Faculty.*

### INTERMEDIATE EXAMINATION.

#### LOGIC.

There will be two papers, each of three hours and carrying 100 marks.

Paper I, Elements of Deductive Logic.

Paper II, Elements of Inductive Logic.

The subject of Logic is to be studied as defined in the following syllabus:—

#### **Deductive Logic.**

1. The Problem of Logic. Its definition and scope. Relation of Logic to Psychology, to Natural Sciences, and to Philosophy. Logic as Science and Art. Logic as Material and Formal.

2. Thought—its essential nature and its forms. Laws of Thought as psychological and logical. Thought and Language. Relation of Logic to Grammar. Judgment and Proposition. The parts of a Proposition.

3. Concept—its relation to judgment. Concept and Name. Name and Term—their relation. Kinds of Terms. Nomenclature of Predicables. Definition and Division as logical processes.

4. Propositions and their classification. Distribution of Terms in a proposition. Opposition of propositions. Immediate Inferences.

5. Mediate Inferences and their varieties. Syllogism—its nature and its constituent parts. Rules of Syllogism. Figure and Mood. Determination of valid Moods

and its different methods. Reduction—its methods and use. Abbreviated and Irregular forms of Syllogism. Trains of Reasoning. Hypothetical and Disjunctive arguments and their varieties.

6. Fallacies and their classification. The nature of each fallacy.

### Inductive Logic.

1. The problem of Induction. The Inductive process and its different forms. Assumptions of Induction. Laws of Causality and Uniformity of Nature.

2. Preliminaries of Induction. Observation and Experiment. Methods of Induction.

3. Scientific and Imperfect Inductions. Induction by Enumeration and the use of statistics. Induction by Analogy—its nature and value.

4. Hypothesis—its formation and use. Conditions of legitimate hypothesis. Explanation. Deduction and Induction and their connection.

5. Fallacies. Varieties of Inductive Fallacies and the nature of each variety.

### Elements of Indian Logic.

1. बुद्धिः and ज्ञानम्; ज्ञानम् as स्मृतिः and अनुभव—the nature of each.

2. ज्ञानम् as अनुभव—its two varieties as यथार्थः and अयथार्थः; the varieties of यथार्थज्ञानम् and the करणम् of each variety; करणम् and कारणम्—their relation; the nature and kinds of कारणम्.

3. ज्ञानम् as प्रत्यक्षम्—its nature and varieties; the sources of प्रत्यक्षम्.

4. ज्ञानम् as अनुमिति—its nature and varieties; the processes involved in each kind of अनुमिति; हेत्वाभासः—its nature and varieties; निग्रहस्थानम्—its different aspects.

5. ज्ञानम् as उपमान —its nature and relation to analogy.
6. ज्ञानम् as शब्दम्—its nature; the function of शब्दः in ज्ञानम् ; the sources and varieties of शब्दज्ञानम्.
7. ज्ञानम् as अयथार्थम्—its varieties; the nature of each variety.

Books recommended for study in connection with the above syllabus :—

1. Creighton's Introductory Logic (omitting part III).
- or
2. Welton's Intermediate Logic.
- and
3. Tarakasangraha of Annambhatta.

N. B.—Questions in Indian Logic are to be distributed between the two papers, in accordance with the subject-matter of each.

*Books that may be consulted :—*Jevons : Elementary Lessons in Logic ; Minto : Logic ; Carveth Read : Logic—Deductive and Inductive ; Fowler : Inductive Logic ; Jevons : Studies in Deductive Logic ; *Bhashaparihkheda-Jnanakhandam*.

### B. A. EXAMINATION.

There will be three papers, each of three hours and carrying 100 marks

#### Paper I.—*Psychology*.

Books recommended for study :—

- (1) Stout's Groundwork of Psychology.
- (2) Angell's Psychology.

N.B.—Students will be required to show acquaintance with the Physiology of the Nervous system and of the Sense Organs, so far as necessary, in connexion with the study of Psychology. Books suggested for study :—Huxley : Elementary Lessons in Physiology—latest edition (Nervous System and Sense Organs) ; McDougall : Physiological Psychology.

Books that may be consulted :—Leckley : Nervous System ; Greenwood : Physiology of the Senses ; Sully : Outlines of Psychology (new impression) ; Stout : Manual of Psychology ; James : Text-book of Psychology ; Kulpe : Outlines of Psychology ; Ladd : Psychology—Descriptive and Explanatory.

Paper II.—*Ethics.*

Recommended Text-Book :—

A. C. Mitra's Elements of Morals (omitting Chapter IX: 17-26, Chapter X: 13-14, Chapter XI: 2-9 and Chapter XII: 2-13).

Books that may be consulted :—Muirhead : Elements of Ethics ; Mackenzie : Manual of Ethics ; Hyslop : Elements of Ethics ; Seth : Ethical Principles ; Paulsen : System of Ethics ; Mill : Utilitarianism ; Spencer : Data of Ethics ; Sorley : Recent Tendencies in Ethics ; Roger : Short History of Ethics.

Paper III.—*General Philosophy—European and Indian.*

(1) Kulpe's Introduction to Philosophy.

(2) Kathopanishad, with commentary of Shankara, and Panchadashi (Chapters 1 and 13 only).

N. B.—Students will be required to show a general acquaintance with the outlines of philosophic thought, both European and Indian, for which the following books are suggested for study :—Roger : History of Philosophy ; Cushman : Beginners' History of Philosophy—Ancient and Modern ; Srinivassa Iyengar : Outlines of Hindu Philosophy.

Books that may be consulted : Schweggler : History of Philosophy ; Weber : History of Philosophy ; Paulsen : Introduction to Philosophy ; Calkin : Persistent Problems of Philosophy ; Max Müller : Six Systems of Indian Philosophy.

HONOURS COURSE.

Besides the papers mentioned above, candidates offering the Honours course will have to take up an advanced



course in Logic, on which there will be one paper of three hours and carrying 100 marks.

Books recommended for study :—

- (1) Bain's Logic—Deductive and Inductive.
- (2) Welton's Manual of Logic—Deductive (omitting Books IV—(Chapters III-VI) and Inductive.
- (3) Crieghton's Introductory Logic (Part III only).
- (4) *Tarkabhasha* of Keshavamisra.

Books that may be consulted :—Mill : System of Logic ; Jevons : Principles of Science ; Pearson : Grammar of Science ; Gibson : Problem of Logic ; Bosanquet : Essentials of Logic ; Joseph : Introduction to Logic ; B. N. Seal's Appendix to Dr. P. C. Roy's Hindu Chemistry, Vol. II.

#### M. A. EXAMINATION.

##### *Previous.*

There will be three papers, each of three hours and carrying 100 marks.

Paper I.—History of European Philosophy—Ancient and Mediæval Periods, with particular attention to the Philosophy of Plato and Aristotle.

Books recommended for study :—

- (1) Zeller : History of Greek Philosophy.
- (2) Turner : History of Philosophy (Mediæval Period).
- (3) Zeller : Plato and Aristotle.

Books that may be consulted :—Butler : Lectures on Ancient Philosophy ; Adamson : Development of Greek Philosophy ; Weber : History of Philosophy (Mediæval Period) ; Windelband : History of Philosophy ; Wallace : Philosophy of Aristotle.

Paper II.—History of European Philosophy—Modern Period, with particular attention to English Empiricism and the Philosophy of Kant.

Books recommended for study :—

- (1) Falckenberg : History of Modern Philosophy.
- (2) Russel : Selections from Locke ; Fraser : Selections

from Berkeley (Principles of Human Knowledge); Hume: Treatise on Human Nature, Book I.

(3) Watson: Selections from Kant (Critique of Pure Reason).

Books that may be consulted:—Hoffding: History of Modern Philosophy and Modern Philosophers; Perry: Recent Philosophy; Erdmann: History of Philosophy; Leslie Stephen: English Thought in the Eighteenth Century; Green: Introduction to Hume's Treatise, Book I; Paulsen: Philosophy of Kant.

Paper III.—Outlines of Indian Philosophy.

Books recommended for study:—

(1) Saddarshana-Samuchchaya of Haribhadra, with Commentary of Gunaratna.

(2) Shariraka Bhasya—Adhyaya II, Padas 1 and 2.

Books that may be consulted:—Sarvadarshana Sangraha; Max Müller: Six Systems of Indian Philosophy; Iyengar: Outlines of Hindu Philosophy; J. C. Chatterji: Hindu Realism; Deussen: Philosophy of the Upanishads.

#### *Final.*

There will be four papers in all, of which Paper I and Paper IV shall be compulsory. The candidate will have to choose, for the remaining two papers, a subject under Group A, or the Group B or C or D. Each of the papers will be of three hours and carry 100 marks.

Paper I.—*General Philosophy and Psychology.*

Books recommended for study:—

(1) Marvin: Introduction to Philosophy.

(2) Hoffding: Problems of Philosophy.

(3) Schiller: Riddles of the Sphinx.

(4) James: Principles of Psychology.

(5) McDougall: Mind and Body.

Books that may be consulted:—Spencer: First Principles; Bradley: Appearance and Reality; James: Pluralistic Universe; Schiller: Studies in Humanism; Sturt: Personal Idealism; Bergson: Introduction to Metaphysics;

Baldwin : History of Psychology ; Hoffding : Outlines of Psychology ; Titchener : Text-Book of Psychology.

Papers II and III.

Group A.—Special study of any one of the following systems of Indian Philosophy :—

(a) *Nyaya—Vaisheshika.*

*First paper*—Gautama Sūtras, with Vishwanatha Vritti.

*Second paper*—Prasastapada and Nyayakandali.

Books that may be consulted :—Vatsayana Bhashya on the Gautama Sūtras ; Kaṇada Sūtras, with Upashkara and Vritti of Jayanarayana ; Chandrakantiya Bhashya on Kanada Sūtras ; J. C. Chatterji : Hindu Realism.

(b) *Sankhya-Yoga.*

*First paper*—Kapila Sūtras, with Aniruddha Vritti and Sankhyakarika, with Tattwakaumudi.

*Second paper*—Patanjala Sūtras, with Vyasa Bhashya.

Books that may be consulted :—Bijnanbhikshu's Commentary on the Kapila Sūtras and Yogavartika ; Tattvasamasa Sūtras ; Srimad Bhagavatam (portions bearing on the subjects here) ; Yogavâshistham.

(c) *Vedanta.*

*First paper*—Vyasa Adhikaranamala ; Brahma Sūtras, with Shankara Bhashya (Sūtras 1-4).

*Second paper*—Panchadashi ; Ramanuja Bhashya (Introduction and Sūtras 1-4.)

Books that may be consulted :—Vedantaparibhasha ; Siddhantaresha ; Deussen : Philosophy of the Upanishads.

Group B.—Psychology (Special).

*First paper*.—General Psychology.

Books recommended for study :—

- (1) Hoffding : Outlines of Psychology.
- (2) Sully : Human Mind.
- (3) Stout : Analytic Psychology.
- (4) Dessoir : History of Psychology.

Books that may be consulted—Ward : Article on Psychology (Encyclopaedia Britannica) ; Titchener : Text-Book of Psychology ; Kulpe : Outlines of Psychology ; Baldwin : Handbook of Psychology ; Baldwin : History of Psychology.

*N.B.—Comparative study of Western and Indian Psychology will be required.*

*Second paper—Psychology—Physiological, Comparative and Social.*

Books recommended for study :—

- (1) Wundt : Physiological Psychology, Part I.
- (2) Wundt : Outlines of Human and Animal Psychology.
- (3) Lloyd Morgan : Comparative Psychology.
- (4) McDougall : Introduction to Social Psychology.

Books that may be consulted :—

Zehen : Introduction to Physiological Psychology ; Mandsley : Abnormal Psychology ; Hobhouse : Mind in Evolution ; Spencer : Principles of Psychology ; Baldwin : Development of Mind in the Child and the Race.

Group C.—*Logic.*

*First paper.—Logic—Formal and Symbolic.*

Books recommended for study :—

- (1) Keyne : Formal Logic.
- (2) Carroll : Symbolic Logic, Parts I and II.
- (3) Schiller : Formal Logic.

Books that may be consulted :—Dewey : Studies in Logical Theory ; Sidgwick : Application of Logic ; Jevons : Principles of Science, Book I ; Venn : Symbolic Logic.

*Second paper.—Logic as Theory of Knowledge and Methodology :*

Books recommended for study :—

- (1) Hobhouse : Theory of Knowledge.
- (2) Lotze : Logic.
- (3) Venn : Empirical Logic,
- (4) Adamson : History of Logic.

Books that may be consulted :—Mill : System of Logic ; Jevons : Principles of Science ; Sigwart : Logic ; Bradley : Principles of Logic ; Bosanquet : Logic or Morphology of

Thought; B.N. Seal: Appendix to Dr. P. C. Roy's Hindu Chemistry, Vol II.

*N.B.—Comparative study of Western and Indian Logic will be required.*

Group D.—*Ethics and Social Philosophy.*

*First paper—Ethics.*

Books recommended for study :—

- (1) Green : Prolegomena to Ethics.
- (2) Wundt : Ethics.
- (3) Alexander : Moral Order and Progress.
- (4) Roger : Short History of Ethics.

Books that may be consulted :—

Aristotle : Nichomachean Ethics ; Royce : Philosophy of Loyalty ; Kant : Theory of Ethics (Abbot) ; Sterret : Ethics of Hegel ; Martineau : Types of Ethical Theory ; Sidgwick : Methods of Ethics ; Leslie Stephen : Science of Ethics ; Williams : Evolutional Ethics ; Taylor : Problem of Conduct ; Sidgwick : History of Ethics.

*Second paper—Social Philosophy.*

Books recommended for study :—

- (1) Mackenzie : Introduction to Social Philosophy.
- (2) Gidding : Principles of Sociology.
- (3) Wright : Elements of Practical Sociology.

Books that may be consulted :—

Spencer : Principles of Sociology ; Maine : Ancient Laws ; Taylor : Primitive Culture ; Fraser : Psyche's Task ; Westernmarch : History of Moral Ideas.

*N.B.—Comparative study of Western and Indian Ethics and Sociology will be required.*

*Paper IV—Essay.*

*N.B.—Alternative questions (one of which will have to be attempted) are to be set on the subjects of special study offered by the candidates.*



# MINUTES OF THE MEETING OF THE FACULTY OF ORIENTAL LEARNING.

No. 4.

5TH MAY, 1917—9 A.M.

Present :

1. Mahamahopadhyaya Dr. Ganganatha Jha, M.A., D.Litt.,  
M.R.A.S., *Dean of the Faculty, in the Chair.*
2. Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A.,
3. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
4. Mahamahopadhyaya Pandit Yadaveshwar Tarkaratna,
5. Mahamahopadhyaya Pandit Haraprasad Shastri, M.A., C.I.E.,  
F.A.S.B.,
6. Mahamahopadhyaya Pandit Lakshman Shastri Dravida,
7. Pandit Ramavatar Sharma, M.A.,
8. Pandit Ambadas Shastri,
9. Professor Bhagavan Das, M.A.,
10. Pandit Prabhudutt Shastri,
11. Pandit Jayadeva Misra,
12. Pandit Ramyatna Ojha.
13. Pandit Arjun Misra,
14. Pandit Vamacharan Acharya,
15. Pandit Murlidhar Jha,
16. Professor Phani Bhushan Adhikari, M.A.,
17. Professor Syama Charan De, M. A., and
18. Professor Satyavrata Bhattacharya, M.A.

1. The minutes of the meeting of the Faculty held on the 6th, 7th and 8th April, 1917, were confirmed.

2. The proposals of the *Ayurveda* Board were considered, and with certain alterations accepted (*vide* Appendix A).

3. In regard to the Regulations, it was suggested that *Kavya Sahitya* should be separated from *Vyākaraṇa*, from the *Madhyama* onwards.

GANGANATHA JHA,

*Dean.*

APPENDIX A.

Faculty of Oriental Learning.

प्राच्य विद्या-विभागः

मध्यमा

आयुर्वेदे—

माधवनिदानम् ( मूलम् )

माधवनिदानस्य विजयरक्षितकृतटीकायाः पञ्चलक्षणाधिकारः

ज्वराधिकारः वातव्याध्यधिकारः अर्शाधिकारश्च

शार्ङ्गधरपद्धतिः

परिभाषा

रसेन्द्रसारसंग्रहः

नाडीविज्ञानम्

राजनिघण्टुः

नवीन शारीरक-साधारण-विज्ञानम्

शास्त्री

आयुर्वेदे—

चरकसंहिता ( निर्दिष्टांशाः )

सुश्रुतसंहिता ( निर्दिष्टांशाः )

वाग्भटः

भावप्रकाशः

शारीरकशास्त्रम्

वनस्पतिशास्त्रम्

रसायनशास्त्रम्

# MINUTES OF THE MEETING OF THE FACULTY OF THEOLOGY.

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No. 4.

5TH MAY, 1917—9-30 A.M.

## Present

1. Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A.,  
*Dean of the Faculty, in the Chair,*
2. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
3. Mahamahopadhyaya Pandit Yadaveshwar Tarkaratna,
4. Mahamahopadhyaya Pandit Lakshman Shastri Dravida.
5. Pandit Ambadas Shastri,
6. Mahamahopadhyaya Dr. Ganganatha Jha. M.A., D.Litt.,  
M.R. A.S.,
7. Professor Bhagavan Das, M.A.,
8. Pandit Prabhudutt Shastri,
9. Mahamahopadhyaya Pandit Pramathanath Tarkabhushan,
10. Pandit Murlidhar Jha,
11. Pandit Ramyatna Ojha,
12. Pandit Annada Charan Tarkachudamani,
13. Professor Phani Bhushan Adhikari, M.A.,
14. Mahamahopadhyaya Pandit Haraprasad Shastri, M.A., C.I.E.,  
F.A.S.B., and
15. Pandit Ramavatar Sharma, Sahityacharya, M.A.

1. The minutes of the meeting of the Faculty held on the 7th, 8th and 9th April, 1917, were confirmed.

2. The revised courses of study were reconsidered and with some modifications accepted (*vide* Appendix A).

3. The sense of the meeting was that some changes in the Regulations were necessary in order to fix properly curriculum of studies in the *Dharmâcharya* Examination.

ADITYARAM BHATTACHARYA,

*Dean.*

## APPENDIX A.

*Recommendations of the Boards of Studies appointed  
by the Faculty of Theology, as revised and adopted  
by the Faculty.*

### धर्म-विज्ञान-विभागः

प्रवेशिका ( प्राच्य विभागवत् )

मध्यमा ( २ वर्ष )

संस्कृतं ( प्राच्यविभागवत् )—तथा च ऋग्वेदसंहिताया अष्टकानि

१-४ ( सस्वराणि )—अथवा यजुर्वेदसंहिता

सस्वरा—अथवा सामवेदगानम्

अथवा अथर्ववेदसंहिता ( मूलं पूर्वाद्धम् )

मनुस्मृतिः—आश्रमचतुष्टयधर्माः

पुराणे—मात्स्याग्नेययोर्निर्दिष्टांशाः

भारतवर्षस्येतिहासः ( प्राचीनो नवीनश्च )

वैयाकरणसिद्धान्तकौमुदी ( अव्ययान्ता )

अथवा काशिका ( अध्याय १, २ )

गृह्यसूत्रं ( स्वशास्त्रीयम् )

मुहूर्तचिन्तामणौ ( संस्कारविवाहप्रकरणे )

ग्रहयागः

संस्कारभास्करः ( कर्मकाण्डभागः )



# MINUTES OF THE ADJOURNED MEETING OF THE FACULTY OF ARTS.

No. 8.

5TH MAY, 1917—2-30 P.M.

## Present :

1. The Hon'ble Sir Sundarlal, Rai Bahadur, Kt., C.I.E., B.A.,  
LL. D., *Vice-Chancellor, in the Chair,*
2. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
3. Professor Bertram Keightley, M.A.,
4. Professor Bhagavan Das, M.A.,
5. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.,
6. Mahamahopadhyaya Pandit Haraprasad Shastri, M.A., C.I.E.,  
F.A.S.B.,
7. Professor Pundi Seshadri, M.A.,
8. Professor Phani Bhushan Adhikari, M.A.,
9. Professor Syama Charan De, M.A.,
10. Professor Satyavrata Bhattacharya, M.A.,
11. Professor Sri Prakasa, B.A. (Cantab),
12. Professor Bejoy Kumar Sarkar, B.A. (Harvard),
13. Professor Nilkamal Bhattacharya, M.A.,
14. Babu Raghubir Prasad Varma, M.A., C.E., and
15. Pandit Guru Prasanna Bhattacharya, M.A., *Vedant-Shastri.*

1. Resolved that the revised recommendations of the Board of Studies in History, as amended, be adopted (*vide* Appendix A).

2. Resolved that the revised recommendations of the Board of Studies in Economics, as amended, be adopted (*vide* Appendix B).

3. Resolved that the recommendations of the Board of Studies in Hindi be adopted (*vide* Appendix C).

## APPENDIX A.

*Recommendations of the Boards of Studies appointed  
by the Faculty of Theology, as revised and adopted  
by the Faculty.*

### धर्म-विज्ञान-विभागः

प्रवेशिका ( प्राच्य विभागवत् )

मध्यमा ( २ वर्ष )

संस्कृतं (प्राच्यविभागवत्)—तथा च ऋग्वेदसंहिताया अष्टकानि

१-४ (सस्वराणि)—अथवा यजुर्वेदसंहिता

सस्वरा—अथवा सामवेदगानम्

अथवा अथर्ववेदसंहिता ( मूलं पूर्वार्द्धम् )

मनुस्मृतिः—आश्रमचतुष्टयधर्माः

पुराणे—मात्स्यागनेययोर्निर्दिष्टांशाः

भारतवर्षस्येतिहासः ( प्राचीनो नवीनश्च )

वैयाकरणसिद्धान्तकौमुदी ( अव्ययान्ता )

अथवा काशिका ( अध्याय १, २ )

गृह्यसूत्रं ( स्वशास्त्रीयम् )

मुहूर्तचिन्तामणौ ( संस्कारविवाहप्रकरणे )

ग्रहयागः

संस्कारभास्करः ( कर्मकाण्डभागः )

# MINUTES OF THE ADJOURNED MEETING OF THE FACULTY OF ARTS.

## No. 8.

5TH MAY, 1917—2-30 P.M.

### Present:

1. The Hon'ble Sir Sundarlal, Rai Bahadur, Kt., C.I.E., B.A.,  
LL. D., *Vice-Chancellor, in the Chair,*
2. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
3. Professor Bertram Keightley, M.A.,
4. Professor Bhagavan Das, M.A.,
5. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.,
6. Mahamahopadhyaya Pandit Haraprasad Shastri, M.A., C.I.E.,  
F.A.S.B.,
7. Professor Pundi Seshadri, M.A.,
8. Professor Phani Bhushan Adhikari, M.A.,
9. Professor Syama Charan De, M.A.,
10. Professor Satyavrata Bhattacharya, M.A.,
11. Professor Sri Prakasa, B.A. (Cantab),
12. Professor Bejoy Kumar Sarkar, B.A. (Harvard),
13. Professor Nilkamal Bhattacharya, M.A.,
14. Babu Raghubir Prasad Varma, M.A., C.E., and
15. Pandit Guru Prasanna Bhattacharya, M.A., *Vedant-Shastri.*

1. Resolved that the revised recommendations of the Board of Studies in History, as amended, be adopted (*vide* Appendix A).

2. Resolved that the revised recommendations of the Board of Studies in Economics, as amended, be adopted (*vide* Appendix B).

3. Resolved that the recommendations of the Board of Studies in Hindi be adopted (*vide* Appendix C).

4. Resolved that the revised recommendations of the Board of Studies in Urdu be adopted (*vide* Appendix D).

5. Resolved that the revised recommendations of the Board of Studies in Arabic and Persian, as amended, be adopted (*vide* Appendix E).

6. Resolved that the consideration of the Scheme of Studies in Domestic Economy be postponed to another meeting.

SUNDARLAL,  
Vice-Chancellor and  
Dean of the Faculty.

## APPENDIX A.

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*Revised recommendations by the Board of Studies in History, as modified and finally adopted by the Faculty.*

### ADMISSION EXAMINATION.

*Paper I.*—Outlines of the History of England.

Books recommended:—

C. Townsend Warner: A Brief Survey of British History

or

C. W. C. Oman: (Junior) History of England

or

S. R. Gardiner: Outlines of English History.  
History of India.

Books recommended:—

Hara Prasad Shastri: School History of India;

or

Vincent A. Smith: The Student's History of India;

or

R. C. Dutt: A Brief History of Ancient and Modern  
India brought up to date, by J. N.  
Gupta, M.A., I. O. S.

*Paper II.*—General and Physical Geography.

Syllabus. A.—The Elements of Astronomical, Mathematical and Physical Geography.

The Solar system, Eclipses: Rotation and Revolution of the Earth and their effects; Climatic zones; Latitude and Longitude; Time; Principles of Map-Drawing; Shape of the Earth: Geological structure of the Earth; Rocks and Volcanoes; Ocean movements; The effects of Climate Rivers and their works; Soil and its characteristics.



Atmosphere, Air, Wind, Storm, Cyclones and Water Spouts; formation of Deserts and Mountains, and their influences on the surrounding countries.

B.—General Geography of the World in outline, with India in fuller detail, with special reference to the following—Relief; Climate and Rainfall; Soil and Products; Industries and Commerce; Communication and Population.

Longman's Geographical Series for India, Book II, is recommended.

Herbertson's Junior Oxford Geography may also be consulted.

#### INTERMEDIATE EXAMINATION.

##### *Paper I.*

Sanderson: Outlines of the World's History, Part II, Greece and Rome.

##### *Paper II.*

Prothero and S. C. Vidyabhusan: History of India up to the end of the reign of Queen Victoria.

#### B. A. EXAMINATION.

##### *Paper I.*

Mediaeval and Modern Europe.

Robinson: History of Western Europe.

Sidgwick: Development of European Polity.

##### *Paper II.*

A Period of Indian History.

##### A.—Ancient India.

Rhys Davids: Buddhist India.

Vincent A. Smith: Early History of India.

Barnett: Antiquities of India (excluding Chapters II, VI, X and XI.); or

##### B.—Mediaeval India.

Elphinstone: History of India (Mahomedan Period only).

Kremer: Contribution to the Study of Islamic Civilization (Translated by Khuda Bux).

Elliot: History of India as told by her own Historians.  
(The volume on Sher Shah only).

Ranade: The Mahrattas; or

C.—Modern India.

Lyall: The Rise and Expansion of British Dominion in India.

R. C. Dutt: History of India under early British Rule.

R. C. Dutt: History of India in the Victorian Age.

Innes: A Short History of the British in India.

*Paper III.*

Political Economy and Political Philosophy.

Sir T. Raleigh: Elementary Politics.

Seeley: Introduction to Political Science.

W. H. Moreland: Introduction to Economics for Indian Students.

HONOURS COURSE.

*Paper IV.*

A.—English History.

J. R. Greene: A Short History of the English People.

Seeley: The Expansion of England.

Bagehot: The English Constitution; or

B.—Indian History.

Vincent A. Smith: Early History of India.

Elphinstone: History of India (Mahomedan Period only).

Kremer: Contribution to the Study of Islamic Civilization (Translated by Khuda Bux).

Lyall: The Rise and Expansion of British Dominion in India.

M.A. EXAMINATION.

(All books mentioned below are recommended for use).

(PREVIOUS.)

*Paper I.*

Western Asia.

Breasted: Egypt.

Hall: Ancient History of the Near East.

Muir: The Caliphate, its Rise, Decline and Fall.

*Paper II.*

A Period of Indian History.

## A.—Ancient India.

Kern: Bdddhism.

Rapson: Indian Coins.

Barth: Religions of India (Oriental Publication Fund).

Cunningham: Ancient Geography, with the latest identifications.

McRindle: Ancient India as described in Classical Literature.

McRindle: Ancient India as described by Megasthenes and Arrian.

Schoff: The Periplus ; or

## B.—Mediæval India.

Todd : Rajasthan.

Jadu Nath Sircar : India under Aurangzeb.

Elliot : History of India as told by her own Historians.

All the volumes, except the first volume and the one on Sher Shah ; or

## C.—Modern India.

Keene : History of India (2 volumes).

A. Rangaswami Iyengar : The Indian Constitution.

Gholam Hossein Khan : The Seirul Mutakherin.

Riyaz-us-Salatin : (Translation in the Bibliotheca Indica).

*Paper III.*

Modern Europe, England and America.

Periods of European History, edited by A. Hassal.

The Balance of Power. Revolutionary Europe.

E. Channing : The United States of America.

S. R. Gardiner : The Students' History of England.

*Final.*

*Paper IV.*

Eastern Asia.

Boulger : The History of China, Vol. I (Thacker Spink & Co.).

Griffis : China's Story (Constable & Co.).

Griffis: The Japanese Nation in Evolution (George Hanapp & Co.).

Asakawa: The Early Institutional Life of Japan (Shueishas, Tokiyo).

*Paper V.*

A Period of Indian History.

A.

Watters: Yuan Chwang.

Alberufi: India (omitting the Mathematical details).

Bhandarkar: Early History of the Deccan.

Elliot: History of India as told by her own historians  
(The first volume).

Pargiter: The Puran Text of the Dynasties of the Kaliyuga.

R. K. Mukerji: Ancient Indian Shipping; or

B.

Grant Duff: History of the Mahrattas.

Cunningham: History of the Sikhs.

Wright: History of Nepal, with the Notes of Professors  
Bendall and H. P. Shastri (Journal of the  
A. S. of Bengal, Calcutta); or

C.

Modern India.

P. Mukerji: Indian Constitutional Documents.

Baden Powell: Land Revenue and its Tenure in British India.

Macpherson: History of European Commerce with India.

Mahmud: History of Education in British India.

*Paper VI.*

International Law and Politics.

Hall: Treatise on International Law.

Gettell: Introduction to Political Science.

Dicey: Law of the Constitution.

DeBurgh: Legacy of Greece and Rome.

*Paper VII.*

An Essay confined to the subject-matters of Papers II  
and V.

## APPENDIX B.

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*Revised recommendations of the Board of Studies in  
Economics, as modified and adopted by the Faculty.*

### B. A. EXAMINATION.

#### *Paper I.*

General Economics.

O. S. Devas : Principles of Political Economy.

Gide : Principles of Political Economy.

#### *Paper II.*

The Data of Indian Economic Problems.

Morison : Industrial Organisation of an Indian Province,  
Imperial Gazetteer, Volume III, Chapters I-VII and  
IX-X ; Volume IV, Chapter VI, VII and XVI.

Statistical Atlas of India for reference.

#### *Paper III.*

Political Philosophy.

Woodrow Wilson : The State.

Dr. Hogan : The Government of the United Kingdom ;  
its Colonies and Dependencies (Revised  
Edition).

Imperial Gazetteer, Vol. IV, pages 14 to 40 on Indian  
Constitution.

### HONOURS COURSE.

#### *Paper IV.*

##### A. Political Economy.

Nicholson : Money and Monetary Problems.

Dunbar : History and Theory of Banking.

Keynes : Indian Currency and Banking ; or

##### B. Political Philosophy.



Sidney Low : The Governance of England.

Bryce : Hindrances to Good Citizenship.

Gettell : Introduction to Political Science.

M. A. EXAMINATION.

(PREVIOUS).

*Paper I.*

General Theory, Scope and Method.

Marshall : Principles of Economics.

Taussig : Principles of Political Economy.

Keynes : Scope and Method of Political Economy.

*Paper II.*

The Organization of Industry.

Webb : Trade Unionism.

Graham : Socialism, New and Old.

Holyoake : History of Co-operation.

Kirkaldy : Economics and Syndicalism.

Hobson : Evolution of Modern Capitalism.

*Paper III.*

Political Philosophy.

Aristotle : Politics. Translated by Walford.

Locke : Essays on Civil Government (Part II).

Maine : Early History of Institutions.

Mill : Representative Government.

B. K. Sarkar : Sukraniti.

(FINAL.)

*Paper IV.*

Money, Banking, International Trade.

Conant : Principles of Money and Banking.

Morman : The Principles of Rural Credit, Part I.

List : National System of Political Economy, Part II.

Pigou : Protective and Preferential Import Duties.

Yule : Introduction to the Theory of Statistics.

*Paper V.*

The Data of Indian Economic Problems.

R. C. Dutt : History of India under early British Rule.

R. C. Dutt : History of India in the Victorian Age.

Dupernex : People's Banks for Northern India.

Baden Powell : Land Revenue and its Tenure in British India.

Report of the Royal Commission on Indian Currency.

Report of the Famine Commission of 1898.

R. C. Dutt's Criticisms of the Government of India's Land Revenue Policy and the latter's reply to it (Government of India Resolution, 1902).

*Paper VI.*

Political Philosophy.

Wallas : Human Nature in Politics.

Carver : Sociology and Social Progress.

Ilbert : Parliament, its History, Constitution and Practice.

W. Jethro Brown : The Underlying Principles of Modern Legislation.

Ilbert : The Government of India.

*Paper VII.*

An Essay on an Indian Economic Subject.

## APPENDIX C.

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*Recommendations by the Board of Studies in Hindi, as  
adopted by the Faculty of Arts.*

### ADMISSION EXAMINATION.

The following should be studied as text-books by candidates offering Hindi (Regulation 5, Ch. XXVII):—

Tulsidasa's *Ramayana* (Nagari Pracharini Sabha Edition), Balakanda, from—

“Avadhapuri Raghukula-mani rau

Veda-vidita tehi Dasaratha nau,” to the end.

Raja Shiva Prasad's Hindi Translation of *Sandford and Merton* (E. J. Lazarus & Co., Benares).

*Sau Ajan aur ek Sujan*, by Pandit Balkrishna Bhatta (Shivaram Aushadhalaya Press, Allahabad).

### INTERMEDIATE.

The following are not to be treated as text-books; they are simply recommended for reading, as presenting examples of style (Reg. 6, Ch. XXVIII).

*Mudra Rakshasa*, by Harishchandra.

Selections from Sur, Tulsi, Bihari, Jayasi, Kabir, Padmakara, Harishchandra.

*Mahabharata*, by M. P. Dvivedi.

*Pratibha*, translated by Nathuram Premi (Grantha Ratnakara Press, Bombay).

*Shranta Pathika*, by Shridhara Pathak.

B. A.

The following are not to be treated as text-books; they are simply recommended for reading, as presenting examples of style (Reg. 6, Ch. XXIX).

*Shakuntala*, by Raja Lakshmana Sinha (in Gadya and Padya).

*Anyokti-kalpa druma*, by Dinadayala Giri.

*Hindi-bhasha-sara-sangraha*, by Pandit Bhagwan Din Dube.

*Bhishma-pitamaha* (Manoranjana-Pustaka-Mala Series).

*Shiksha*, by M. P. Dvivedi.

*Gadya-kavya-mimamsa* (Kashi Nagari Pracharini Sabha).

*Jayadratha-vadha*, by Maithili Sharan Gupta.

*Priya-pravasa*, by Ayodhya Sinha Upadhyaya.

*Adhkhila-phool*, by Ayodhya Sinha Upadhyaya.

*Swarnalata*, by Radhakrishna Das.

## APPENDIX D.

*Revised recommendations by the Board of Studies in Urdu, as adopted by the Faculty of Arts.*

### ADMISSION EXAMINATION.

There will be two papers of three hours each, and 100 marks will be assigned to each paper. The first paper will be set from the prescribed course with questions on Grammar and Idiom, while the second, which will be a Composition paper, will consist of an Essay or Letter, or both.

The following books are prescribed for this examination. :—

- (1) Guldesta-i-Adab (The Indian Press, Allahabad).
- (2) Nadir-ul-Qawaid, by Lal Harnam Das (The Indian Press, Allahabad).

### INTERMEDIATE EXAMINATION.

There will be a Composition paper of three hours to which 100 marks will be assigned.

The following books are recommended for study :—

1. Yadgar-i-Ghalib, by Khwaja Altaf Husain Hali (Mohammedan College Book Depôt, Aligarh) to the end of Chapter on انتخاب اور اس کا انتخاب, and excluding the Chapters dealing with Ghalib's Persian writings.
2. Majmua-i-Nazm-i-Azad, by Maulvi Mohammad Husain Azad (Azad Book Depôt, Lahore).
3. Ibn-ul-Waqt, by Maulvi Nazir Ahmad (Nazir Husain & Sons, Dariba Kalan, Delhi).

### BACHELOR OF ARTS EXAMINATION.

There will be a Composition paper of three hours to which 100 marks will be assigned.



The following books are recommended for study :—

1. Ab-i-Hayat, by Maulvi Mohammad Husain Azad (Azad Book Depôt, Lahore).
2. Waqa-i-Sair-o-Siyahat Doctor Bernier, by Khalifa Mohammad Husain (Mohammedan College Book Depôt, Aligarh).
3. Darbar-i-Akbari, by Maulvi Mohammad Husain Azad (Azad Book Depôt, Lahore.)

The following chapters only :—

				Pages.
Akbar	...	...	...	1-156
Bairam Khan Khankhanan	...	...	...	157-196
Mahesh Das Raja Birbar	...	...	...	295-310
Abulfaiz Faizi Fayyazi	...	...	...	359-384
Sheikh Abul Fazl	...	...	...	463-508
Raja Todar Mal	...	...	...	519-534
Raja Man Singh	...	...	...	535-566
Mirza Abdurrahim Khankhanan	...	...	...	576-646

## APPENDIX E.

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*Recommendations by the Board of Studies in Arabic and Persian, as modified and adopted by the Faculty.*

### ADMISSION EXAMINATION.

There will be two papers, each of three hours' duration, and carrying 100 marks. One will be on the text-books prescribed, with questions on grammar and idiom. The second will consist of passages from unseen prose for translation into English or Urdu or Hindi, as well as a number of short sentences for translation from English or Urdu or Hindi into the classical language.

#### Persian.

Gulistan of Sa'di. Book I (omitting the preface).

Baharistan of Jami. First two chapters.

Bostan of Sa'di. Book I.

*For supplementary reading :*

Shah's Diary. First Journey.

Qand-i-Farsi. (Aligarh.)

#### Arabic.

Majani-ul-Adab, by Louis.

Cheikh, Vol. I, pages 7-23 and 41-152.

(Published by Imprimerie Catholique, Beyrout, Syria, sold by the Book Depôt at Aligarh.)

*For rapid reading :*

Majani-ul-Adab, Vol. I, pages 234-276.

### INTERMEDIATE EXAMINATION.

There will be three papers, each of three hours' duration, carrying 100 marks. The first paper on the prescribed books of prose and poetry will contain questions on grammar and prosody also, while the second will consist of passages from unseen prose for translation into English or Urdu or Hindi, and the third paper will consist of two

pieces of prose for translation into the classical language, one in simple language and the other slightly more difficult.

### Persian.

Anwar-i-Suhaili.

Ruba'iyat of Umar-i-Khayyam.

Ruqa'at-i-'Alamgiri.

Hafiz (to end of radif of ج)

*For supplementary reading:*

Shah's Diary (whole).

### Arabic.

Selections in Arabic Prose and Verse (Published in 1911, Anwar Ahmadi Press, Allahabad).

*Book recommended for rapid reading:*

Qalyubi, Nawadir Hakayat, 1-150.

*Grammar recommended:*

Mabadi-ul-Arabiya, by Shartuni III (pages 1-96, Sarf).

### B. A. EXAMINATION.

#### PASS COURSE.

There will be three papers, each lasting three hours and carrying 100 marks, (i) on the text-books, grammar, rhetoric and prosody, (ii) unseen translation from prose and verse, (iii) translation from prose into the classical language.

### Persian.

Siyasatnama.

Diwan of Hafiz (from radif of ج to the end).

Diwan of 'Andalib.

Naldaman of Faizi.

*Recommended for rapid reading.*

Safarnama of Ibrahim Beg.

### Arabic.

Al-Fakhri.

Maqamat of Badi'l.

Saba Mu'allaqat.

Diwan of Hamasa (first Bab only).

HONOURS COURSE.\*

Persian.

Diwan of Qaani.  
Diwan of Shaibani.  
Kulliyaat of Sa'di.  
Sikandarnama of Nizami.  
Shahnama of Firdausi (first half).

Arabic.

Maqamat of Hariri (first half).  
Nafhat-ul-Yaman.  
Timurnama.  
Saba Mu'allaqat.  
Quran (first three siparas).

M. A. EXAMINATION.

There will be three papers in the Previous examination, of three hours each, and four in the Final examination, carrying 100 marks. In the *previous examination*, there will be papers (i) on the prose text-books, (ii) unseen prose and verse translation, (iii) translation into the language; and in the *Final*, there will be the following papers:—(i) essay in the classical language on some literary subject, (ii) questions to be answered in English or Urdu or Hindi on the history of the language and literature, (iii) on the verse text-books, (iv) paper on selected special subject.

Persian.

Waqa'i' of Ni'mat Khan.  
Akhlaq-i-Jalali.  
Letters of Abul-Fazl.  
Diwan of Saib.  
Qasidas of Anwari.  
Shahnama of Firdausi.  
Tazkirat-us-Shu 'ara of Daulat Shah.

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\* Under Regulation 7, Chapter XXIX, of the Regulations of the University an Honours Course for the B. A. degree Examination has been added by the Board of Studies in Arabic and Persian. The recommendations of the Board in this matter will have to be laid before the Faculty of Arts and the Senate for approval and adoption by those bodies.

*Recommended for study :*

Browne's Literary History of India (Fisher Unwin).

Shi'r-ul-'Ajam, by Shibli.

(Dar-ul-musannifin, Azamgarh).

**Arabic.**

Maqamat of Hariri (whole).

Diwan of Hamasa (whole).

Diwan of Mutanabbi.

Travels of Ibn Batuta.

Farazdaq (first half).

*Recommended for study :*

Nicholson's Literary History of the Arabs (Fisher Unwin).

**SPECIAL SUBJECT.**

This must be chosen from the following:—

**Persian.**

- (i) Old Persian Inscriptions, as given in Tolman's book (American Book Company.)
- (ii) Avesta Grammar and Selections from the Avesta, published by A. V. Williams Jackson.
- (iii) The differences between modern and classical Persian, as shown in Roger's Persian Plays, the Vazir-i-Lankuran, and Phillott's Modern Persian stories (Asiatic Society of Bengal).
- (iv) Persian Philology, with special reference to Gray's Indo-Iranian Philology (Columbia University Press.)

**Arabic.**

- (i) Arabic History and Geography.
- (ii) Arabic Logic and Philosophy.
- (iii) The Quran and Quranic Exegesis.
- (iv) Modern Egyptian Arabic, as exhibited in Green's Grammar and Selections (Oxford, Clarendon Press.)
- (v) Semitic Philology, with special reference to Wright's Comparative Semitic Grammar (Cambridge University Press.)



# MINUTES OF THE MEETING OF THE SYNDICATE.

## No. 4.

5TH MAY, 1917—5 P.M.

### Present :

1. The Hon'ble Sir Sundarlal, Rai Bahadur, Kt., C.I.E., B.A., LL.D., *Vice-Chancellor, in the Chair,*
2. Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A., *Pro-Vice-Chancellor,*
3. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
4. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.,
5. Mahamahopadhyaya Dr. Ganganatha Jha, M.A., D.Litt., M.R.A.S.,
6. Professor Bertram Keightley, M.A.,
7. Professor Bhagavan Das, M.A.,
8. Professor P. Seshadri, M.A.,
9. Professor Syama Charan De, M.A.,
10. Professor Phani Bhushan Adhikari, M.A., and
11. Professor Prafulla Kumar Dutt, M.A.

1. The minutes of the meeting of the Syndicate held on the 6th April, 1917, were read and confirmed.

2. Resolved that the agenda for the meeting of the Senate be approved.

3. Resolved that a Committee, consisting of the following gentlemen, be appointed for superintending the selection of courses of study in Sanskrit prescribed by the various Faculties, and their publication :—

1. Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A., *Pro-Vice-Chancellor,*
2. Mahamahopadhyaya Dr. Ganganatha Jha, M.A., D.Litt., M.R.A.S.,

3. Mahamahopadhyaya Pandit Haraprasad Shastri,  
M.A., C.I.E., F.A.S.B.,
4. Professor Bhagavan Das, M.A., and
5. The Hon'ble Pandit Madan Mohan Malaviya, B.A.,  
LL.B.,

with Mahamahopadhyaya Pandit Haraprasad Shastri  
as Convener.

4. Resolved further that a Committee, consisting of  
the following gentlemen, be appointed for arrâging the  
selection and publication of selections of the courses of  
study in Hindi :—

1. The Hon'ble Pandit Madan Mohan Malaviya, B.A.,  
LL.B.,
2. Babu Bhagavan Das, M.A., and
3. Pandit Ram Narain Misra, B.A., with Pandit Ram  
Narain Misra as Convener.

SUNDARLAL,  
*Vice-Chancellor.*

# MINUTES OF THE SPECIAL MEETING OF THE SENATE.

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## No. 4.

5TH MAY, 1917.—5-30 P.M.

### Present :

1. The Hon'ble Sir Sundarlal, Rai Bahadur, Kt., C.I.E., B.A.,  
LL. D., *Vice-Chancellor, in the Chair.*,
2. Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A.,  
*Pro-Vice-Chancellor.*,
3. Professor Bhagavan Das M.A.,
4. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
5. Mahamahopadhyaya Pandit Yadaveshwar Tarkaratna,
6. Mahamahopadhyaya Pandit Haraprasad Shastri, M.A., C.I.E.,  
F.A.S.B.,
7. Pandit Ambadas Shastri,
8. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.,
9. Professor Nagendra Chandra Nag, M.A.,
10. Mahamahopadhyaya Dr. Ganganatha Jha, M.A., D. Litt.,  
M.R.A.S.,
11. Professor Bertram Keightley, M.A.,
12. Professor P. Seshadri, M.A.,
13. Professor Phani Bhushan Adhikari, M.A.,
14. Professor Prafulla Kumar Dutt, M.A.,
15. Professor Syama Charan De, M.A., and
16. Professor Satyavrata Bhattacharya, M.A.

1. The minutes of the meeting of the Senate held on the 19th February, 1917, were confirmed.

2. Attention was drawn by the Vice-Chancellor to the omission to record the assignment of the Vice-Chancellor and the Pro-Vice-Chancellor to the Faculty of Arts, in the minutes of the meeting of the Senate held on the 7th November, 1917.

It was resolved unanimously that the mistake be corrected, and the names of the Vice-Chancellor and the Pro-Vice-Chancellor be added to the list of members of the Senate assigned to the Faculty of Arts.

3. The reports of the Faculties on the courses of studies recommended were taken up. The recommendations as to courses by the Faculty of Arts were taken up first.

(a) Professor Seshadri moved, and Rai Gyanendra Nath Chakravarti Bahadur seconded, that the recommendations of the Faculty of Arts as to courses of study in English be accepted.

Professor Bertram Keightley moved an amendment to it, viz., that the recommendation of the Board of Studies in English to restore "Fiction" as a separate subject in the examination for the degree of Master of Arts be accepted.

Professor Prafulla Kumar Dutt seconded the amendment.

The Hon'ble Pandit Madan Mohan Malaviya and Mahamahopadhyaya Pandit Adityaram Bhattacharya opposed the amendment, as it involved the reopening of a question already settled by the Faculty.

After some discussion it was resolved that the question be considered when the next year's course is brought up for consideration, and the courses in English as recommended by the Faculty of Arts be confirmed.

(b) Resolved further that the recommendations of the Faculty as to the courses of study in the following subjects be also accepted :—

- (1) Sanskrit.
- (2) History.
- (3) Philosophy.
- (4) Economics.
- (5) Persian and Arabic.
- (6) The Vernaculars :—
  - (a) Hindi.
  - (b) Urdu.

- (c) Bengali.
- (d) Marathi.
- (e) Gujarati.
- (f) Tamil and Telugu.

4. Resolved that the recommendations of the Faculty of Science regarding the courses of study in the following subjects be accepted :—

- (1) Physics.
- (2) Chemistry.
- (3) Mathematics.
- (4) Biology.

5 Resolved that the recommendations of the Faculty of Oriental Learning regarding the courses of study be accepted.

6. Resolved that the recommendations of the Faculty of Theology as to courses of study be accepted.

7. The reports of the Finance Committee and the proposals forwarded by it were next taken up.

On the motion of the Hon'ble Pandit Madan Mohan Malaviya, seconded by Babu Bhagavan Das, it was resolved that the Senate recommends that in passing the Budget the Council should add a preface to the effect that the future permanent staff of the University should be built, as far as possible, out of workers who may be able and willing to serve the University without remuneration, or on moderate salaries, in the spirit of self-sacrificing devotion to the cause of learning.

8. While adjourning the meeting to 7 A. M., on the following day, *viz.*, Sunday, the 6th May, 1917, it was resolved to invite the members of the Council, who had come to Benares to attend the meeting of the Council fixed for that hour, to the adjourned meeting of the Senate at the time of the consideration of the question of the staff required for the University and of the salaries to be fixed for the various Chairs.

SUNDARLAL,  
Vice-Chancellor.



# MINUTES OF THE SPECIAL ADJOURNED MEETING OF THE SENATE.

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No. 5.

6TH MAY, 1917—7 A. M.

Present:

1. The Hon'ble Sir Sundarlal Rai Bahadur, Kt., C.I.E., B.A., LL.D., *Vice-Chancellor, in the Chair,*
2. Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A., *Pro-Vice-Chancellor,*
3. Professor Bhagavan Das, M.A.,
4. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
5. Mahamahopadhyaya Pandit Yadaveshwar Tarkaratna,
6. Mahamahopadhyaya Pandit Haraprasad Shastri, M.A., C.I.E., F.A.S.B.,
7. Pandit Ramavater Sharma, M.A.,
8. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.,
9. Professor Nagendra Chandra Nag., M.A.,
10. Mahamahopadhyaya Dr. Ganganatha Jha, M.A., D. Litt., M.R. A.S.,
11. Professor Bertram Keightley, M.A.,
12. Professor P. Seshadri, M.A.,
13. Professor Phani Bhushan Adhikari, M.A.,
14. Professor Prafulla Kumar Dutt, M.A.,
15. Professor Syama Charan De, M.A., and
16. Professor Satyavrata Bhattacharya, M.A.

The following gentlemen, who are members of the Council only, were also present by invitation :—

1. The Hon'ble Babu Moti Chand, C.I.E.,
2. The Hon'ble Pandit Gokaran Nath Misra, M.A., LL.B.,

3. Pandit Baldev Ram Dave,
4. Rai Bahadur Kunwar Parmanand, and
5. The Hon'ble Rai Purnendu Narayan Sinha Bahadur, M.A., B.L.

1. Resolved that the tutorial portion of the Budget, as amended by the Finance Committee, be taken up, as that portion alone had to come up before the Senate.

2. The Hon'ble Pandit Madan Mohan Malaviya proposed that the Colleges of Oriental Learning and Theology be placed in charge of separate Principals.

The motion was seconded by Professor Seshadri.

After some discussion the Hon'ble Pandit Madan Mohan Malaviya expressed a desire to withdraw his proposal, and he made instead a proposal to the effect that the two Colleges should, as in the original recommendations of the Faculty, be in charge of one Principal, who should be the Principal of the College of Theology, with a Vice-Principal under him to be in charge of the College of Oriental Learning.

The motion was seconded by Mahamahopadhyaya Dr. Ganganatha Jha.

Professor Keightley thereupon proposed the original motion of the Hon'ble Pandit Madan Mohan Malaviya as an amendment to his new proposal. It was seconded by Professor Seshadri.

The question was then discussed and considered.

On the amendment being put to the vote, it was carried by majority, and it was resolved that the two Colleges should be in charge of separate Principals.

3. The salary of the Principal of the College of Oriental Learning was next considered.

The Hon'ble Pandit Madan Mohan Malaviya proposed that the salary of the Principal of the College of Oriental Learning be fixed at Rs. 300-20-500; but that the Council might give any salary between the minimum and the maximum as might be thought proper.

Professor Seshadri seconded the motion.

Rai Gyanendra Nath Chakravarti Bahadur proposed an amendment to the effect that the salary of the appointment be fixed at Rs. 500-50-750.

Professor Prafulla Kumar Dutt seconded the amendment. The discussion proceeded, several persons spoke on the motion.

Professor Bhagavan Das then moved that the question relating to the salary of the Principal of the College of Oriental Learning might be considered along with the proposals contained in his Note on the subject. It was decided that, as the discussion of the motion of the Hon'ble P. Madan Mohan Malaviya had been going on for sometime, the meeting might proceed to a decision on the motion,—such decision being subject to the final decision on Professor Bhagwan Das's proposal.

After further discussion, the amendment was put to the vote and carried by majority.

4. It was resolved further that the Principal of the College of Oriental Learning should also be the University Professor of Sanskrit in the College of Arts.

5. Resolved that the meeting be adjourned to 12 noon on the same day.

SUNDARLAL,

*Vice-Chancellor.*

# MINUTES OF THE SPECIAL ADJOURNED MEETING OF THE SENATE.

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## No. 6.

6TH MAY, 1917—12 NOON.

### Present :

1. The Hon'ble Sir Sundarlal, Rai Bahadur, Kt., C.I.E., B.A., LL.D., *Vice-Chancellor, in the Chair,*
2. Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A., *Pro-Vice-Chancellor,*
3. Professor Bhagavan Das, M.A.,
4. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
5. Mahamahopadhyaya Pandit Haraprasad Shastri, M.A., C.I.E., F.A.S.B.,
6. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.,
7. Professor Nagendra Chandra Nag, M.A.,
8. Mahamahopadhyaya Dr. Ganganatha Jha, M.A., D. Litt., M.R.A. S.,
9. Professor Bertram Keightley, M.A.,
10. Professor P. Seshadri, M.A.,
11. Professor Phani Bhushan Adhikari, M.A.,
12. Professor Prafulla Kumar Dutt, M.A., *and*
13. Professor Satyavrata Bhattacharya, M.A.

The following gentlemen, who are members of the Council only, were also present by invitation :—

1. The Hon'ble Babu Moti Chand C. I. E.,
2. The Hon'ble Pandit Gokaran Nath Misra, M. A. LL. B.,
3. Pandit Baldev Ram Dave,
4. Rai Bahadur Kunwar Parmanand, *and*
5. The Hon'ble Rai Purnendu Narayan Sinha Bahadur, M. A., B. L.

1. Dr. Ganganatha Jha proposed that the honorarium of the Principal of the College of Theology be fixed at Rs. 250 per mensem. The Hon'ble Pandit Madan Mohan Malaviya seconded the proposal. It was put to the vote and carried.

2. Professor Bhagavan Das said that the Notes submitted by him should be taken up for consideration, and proposed that the members of the staff should, except when exempted by the Council for special reasons, sign a declaration in the following form :—

“I understand that the objects of the Benares Hindu University are :—

“(i) To promote the study of Hindu Shastras and of Sanskrit literature generally, as a means of preserving and popularising, for the benefit of the Hindus in particular and of the world at large in general, the best thought and culture of the Hindus, and all that was good and great in the ancient civilization of India ;

“(ii) To promote learning and research generally in Arts and Science in all branches ;

“(iii) To advance and diffuse such scientific, technical, and professional knowledge, combined with the necessary practical training, as is best calculated to help in promoting indigenous industries and in developing the material resources of the country ; and

“(iv) To promote the building up of character in youth by making religion and ethics an integral part of education.

“I am in sympathy with these objects, and, while in the service of the Benares Hindu University, will endeavour to promote them to the best of my ability.”

The proposal was seconded by Rai Gyanendra Nath Chakravarti Bahadur, and on being put to the vote was carried.

3. The proposals of Professor Bhagavan Das regarding the remuneration and gradation of the staff as contained



in his Note were then laid before the meeting. They were as follows :—

*In the English Department—*

- (1) Assistant Professors—Rs. 100 to Rs. 200 ;
- (2) Professors—Rs. 200 to Rs. 400 (Rs. 100 per mensem more may be allowed for the possession of good and valuable foreign degrees) ;
- (3) University Professors—Rs. 400 to Rs. 600.

*In the Sanskrit Department—*

- (1) Assistant Professors—Rs. 50 to Rs. 125 (special allowances may be given for a good knowledge of English) ;
- (2) Professors—Rs. 100 to Rs. 200 ;
- (3) University Professors—Rs. 200 to Rs. 300.

After some discussion, it was resolved (Professor Bhagavan Das not voting) that the grades in the English Department should be as follows :—

- (1) Rs. 100-10-200.
- (2) „ 200-10-300.
- (3) „ 300-20-500.
- (4) „ 500-50-750 ;

and that in special cases the Council may grant an additional personal allowance up to Rs. 250 per mensem.

Resolved also that the Senate recommends that the Council should have authority to fix the starting salary of any member of the staff, at any sum within the limits of the grades mentioned above, and that the annual increment of pay in the same grade should depend upon the work of the teacher concerned being found satisfactory.

5. Resolved further (Professor Bhagavan Das not voting) that the grades in the Colleges of Theology and Oriental Learning should be as follows :—

Rs.

- (1) Professor of Mathematics and Astronomy who should be able to use instruments like the telescope ... 200-10-300

	Rs.
(2) One Professor of Sanskrit (M.A. in Sanskrit) qualified to take up classes in the Arts Department ...	200-10-300
(3) One Professor of Sanskrit ...	100-10-200
(4) An English-knowing Assistant Professor ...	100-5-125
(5) 10 chairs at ...	100-15-125
(6) 3 chairs at ...	130-5-155
(7) One chair at ...	160-5-200
(8) One chair at ...	200-5-225
(9) One chair at ...	225-5-250
(10) One chair at ...	250-5-300
(11) 7 chairs at ...	50-5-75
(12) One Professor of English at ...	100
(13) One Professor of Botany at ...	100-10-200
(14) One Professor of Chemistry at ...	100-10-200
(15) One Professor of History at ...	100-10-200
(16) One Professor of Physics at ...	100-10-200
(17) One Professor of Arabic and Persian at ...	150

6. Resolved that the grades of Professorships in Law should be taken up for consideration after they have been considered by the Faculty of Law.

7. Resolved that the recommendations of the Finance Committee as to the number of chairs in each subject be accepted, subject to the following modifications, *viz.* :—

- (a) that the number of chairs in Philosophy to be filled up to start with should be three, and
- (b) that the second professor of Chemistry need not be described as of "applied chemistry."

12. It was further resolved that the salary and emoluments of special chairs endowed by the donors be regulated according to the terms of endowment agreed upon between the donors and the University.

13. It was finally resolved that these recommendations be forwarded to the Council.

SUNDARLAL,  
Vice-Chancellor.

# MINUTES OF THE MEETING OF THE COUNCIL.

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NO. 10.

6TH MAY, 1917—4-30 P.M.\*

Present :

1. The Hon'ble Sir Sundarlal, Rai Bahadur, Kt., C.I.E., B.A.,  
LL.D., *Vice-Chancellor, in the Chair.*,
2. Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A.,  
*Pro-Vice-Chancellor*,
3. Babu Bhagavan Das, M.A.,
4. The Hon'ble Pandit Gokaran Nath Misra, M.A., LL.B.,
5. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
6. Pandit Baldev Ram Dave,
7. Rai Bahadur Kunwar Parmanand,
8. Rai Gyanendra Nath Chakravarti Bahadur, M.A., LL.B.,
9. Mahamahopadhyaya Dr. Ganganatha Jha, M.A., D. Litt., M.R.  
A.S., and
10. Professor Nagendra Chandra Nag, M. A.

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\* The meeting of the Council had been convened for 7 A.M. on the 6th May, 1917. The proceedings of the meeting of the Senate which had met on the 5th May, 1917, had not been concluded. The Senate had yet to consider the recommendations of the Finance Committee as to the staff of teachers required for the University. The Senate therefore decided to adjourn its sitting to 7 A.M. on the 6th May, 1917, and to invite the members of the Council to its meeting. Accordingly the Senate met on the morning of the 6th and invited all the members of the Council then present at Benares to it. The meeting of the Council thus came off immediately on the conclusion of the meeting of the Senate at 4-30 P.M.

1. The minutes of the meetings held on the 7th and 8th April, 1917, were confirmed.

2. Read report of the Building Committee, dated the 6th May, 1917 :—

Resolved that the report be confirmed and recorded.

3. Read minutes of the meetings of the Senate on the report of the Finance Committee:

Resolved that the recommendations of the Senate be accepted and confirmed.

4. Read report of the Committee for the collection of Funds, dated the 5th May, 1917, as well as minutes of its meeting held on the same date:

Resolved that the report and the minutes be recorded, and the request made by the Committee, soliciting the help of the Hon'ble Pandit Madan Mohan Malaviya in the matter of collection of donations from the Indian States, be communicated to him.

5. Read letter, dated the 30th April, 1917, from the Hon. Pandit Madan Mohan Malaviya forwarding a letter from Babu Gauri Shankar Prasad, B.A., LL.B., Vakil, High Court, of even date :

Resolved that Babu Gauri Shankar Prasad, B.A., LL.B., and Babu Mahadeo Prasad, M.A., LL.B., Vakils, High Court, be requested to kindly obtain all the necessary information and advise the University as to what steps, if any, should be taken in the matter.

Resolved further that the Vice-Chancellor be authorised to pay such suitable fees as may be necessary for the work and Babu Gur Prasad Dhawan be requested to see these gentlemen and obtain their advice in the matter.

6. The consideration of other matters on the Agenda was postponed to the next meeting.

SUNDARLAL,

*Vice-Chancellor.*

# MINUTES OF THE MEETING OF THE COUNCIL.

No. 11.

17TH JUNE, 1917—8 A.M.

## Present :

1. The Hon'ble Sir Sundarlal, Rai Bahadur, Kt., C.I.E., B.A.,  
LL.D., *Vice-Chancellor, in the Chair,*
2. Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A.,  
*Pro-Vice-Chancellor,*
3. Babu Govinda Das,
4. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
5. The Hon'ble Pandit Gokaran Nath Misra, M.A., LL.B.,
6. Pandit Baldev Ram Dave,
7. Babu Iswar Saran, B.A.,
8. Kunwar Chain Singh, M.A., LL.B.,
9. Professor Nagendra Chandra Nag, M.A., and
10. Pandit Manoharlal Zutshi, M.A.

1. On the motion of Pandit Baldev Ram Dave, seconded by Babu Iswar Saran, the minutes of the meeting held on the 6th May, 1917, were read and confirmed.

2. On the motion of the Hon'ble Pandit Gokaran Nath Misra, seconded by Babu Govinda Das, the consideration of the undisposed matters in the report of the Finance Committee was postponed to another meeting.

3. On the motion of the Hon'ble Pandit Madan Mohan Malaviya, seconded by Pandit Baldev Ram Dave, it was resolved that item No. 5 of the agenda, *viz.*, the consideration of the budget, be taken up first. After careful examination and consideration, it was resolved that the budget statement, showing the approximate estimate of receipts and expenditure of the Benares Hindu University for the financial year 1917-1918, as printed and circulated



among the members present, be passed, with the following modifications (*vide* Appendix A) :—

(1) That in the portion of the Budget, which relates to the Central Hindu Collegiate School, item No. 1 under salaries be raised to Rs. 27,000, and item No. 20 under games to Rs. 1,800, and that it should be noted that this increase is to include the purchase of boats which may be required.

(2) That in the Budget of the Ranavira Sanskrit Pathshala, a sum of Rs. 150 be provided for hot weather charges, and a sum of Rs. 150 for the manufacture of Ayurvedic medicines ; that the Pathshala Committee be requested to prepare rules regulating the preparation, sale and distribution of the medicines so prepared, and for the keeping of a correct account of their manufacture, sale and distribution. The Pathshala Committee should issue the necessary orders for the preservation and custody of the medicines that may be prepared.

4.—On the motion of the Hon'ble Pandit Madan Mohan Malaviya, seconded by Babu Iswar Saran, it was resolved that the proposal contained in letter No. <sup>2479</sup>VIII-76 of 1917, dated the 18th May, 1917, from the Collector of Benares, forwarding a copy of paragraph 2 of the letter of the Commissioner of Benares Division No. 2148/VIII-3, dated the 30th April, 1917, and a copy of B. O. No. 71N/III-915 B, dated the 9th May, 1917, for the constitution of a separate mahal, its assessment in respect of the land acquired for University purposes to a revenue with cesses amounting to Rs. 1,397-3-5 for the 2nd half of the revenue year, 1324 Fasli, and to a revenue with cesses of Rs. 2,794-6-10 for the year 1325 Fasli, reduced proportionately for the area brought under works, during the year 1324 Fasli, with a similar re-assessment taking place every year on the basis of the area brought under works during the preceding year until the whole area is utilized for the purposes of the University, be accepted, and that such acceptance be communicated to the Collector of Benares.

5. On the motion of the Hon'ble Pandit Gokaran Nath Misra, seconded by Babu Iswar Saran, it was resolved that the Hon'ble Babu Moti Chand be requested to expedite the settlement of the terms of the lease in respect of the village given in gift by Mahant Anandgirji of Mirzapur to the Benares Hindu University.

6. Resolved that the meeting be adjourned to 2 P. M. on the same day.

SUNDARLAL,  
*Vice-Chancellor.*

[17TH JUNE

APPEN

BUDGET

*Approximate estimate of receipts and expenditure of the*  
*Receipts.*

Receipts.	Actuals of past year.	Estimates for current year.	Actuals of past nine months.	Estimates for 1917-1918.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
<b>I.—Vice-</b>				
<b>II.—Pro-Vice-Chancellor's</b>				
1. Donations ...	4,49,381 11 6	...	6,51,395 3 11	11,00,000 0 0
2. Subscriptions ...	5,132 1 2	...	2,787 4 0	3,000 0 0
3. Interest on G. P. Notes, less Bank's Commission @0/4/0/...	1,16,401 11 11	...	1,52,787 10 0	1,75,605 12 0
4. Interest on other se- curities...	2,126 3 1	...	2,425 2 1	2,319 4 0
5. Government Grant ...	...	...	1,50,000 0 0	1,00,000 0 0
6. Grant from Indian Durbars ...	2,000 0 0	...	13,000 0 0	15,000 0 0
7. Sale of books, &c. ...	...	...	969 13 0	1,500 0 0
8. Scholarships and Prizes, &c., endowed	...	...	...	5,252 8 0
9. Miscellaneous receipts ...	158 1 0	...	149 4 6	250 0 0
Carried over ...	...	...	...	14,02,927 8 0

**DIX A.****STATEMENT.***Benares Hindu University, for the Financial year 1917-1918.**Chargee.*

Charges.	Actuals of past year.	Estimates for current year.	Actuals of past nine months.	Estimates for 1917-1918.	REMARKS.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
<b>Chancellor.</b>					
1. Establishment ...	...	...	...	960 0 0	
2. Contribution to Provident Fund	...	...	...	30 0 0	
3. Stationery ...	...	...	...	100 0 0	
4. Postage and Tele- grams ...	...	...	...	80 0 0	
5. Miscellaneous charges	...	...	...	180 0 0	
Total ...	...	...	...	1,350 0 0	
<b>Office (Allahabad and Benares).</b>					
<b>A.—GENERAL ADMINISTRATION.</b>					
1. Pro-Vice-Chancel- lor ...	...	...	...	...	<i>Honor- ary. Do.</i>
2. Personal Assistant to Pro-Vice- Chancellor ...	...	...	...	...	
3. Establishment ...	7,737 1 1	...	6,630 5 9	8,960 0 0	
4. Menial Establish- ment ...	...	...	184 15 6	852 0 0	
5. Contribution to Provident Fund	28 2 0	...	21 1 6	265 0 0	
6. Allowance to Auditor ...	500 0 0	...	...	500 0 0	
7. Stationery ...	374 13 0	...	447 12 0	1,000 0 0	
8. Postage and Telegrams ...	824 6 6	...	533 10 4	800 0 0	
9. Printing charges	906 3 0	...	2,053 14 0	6,100 0 0	
10. Travelling Allow- ance ...	...	...	714 4 3	3,000 0 0	
Total ...	...	...	...	21,477 0 0	
Carried over ...	...	...	...	1,350 0 0	

Receipts.	Actuals of past year.	Estimates for current year.	Actuals of past nine months.	Estimates for 1917-1918.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Total ...	...	...	...	14,02,927 8 0
C.—MANAGEMENT				
1. Rents and cesses ...	659 2 6	...	5,608 15 9	18,609 0 0
2. Sayar and Manorial dues ...	...	...	...	...
3. Miscellaneous receipts ...	...	...	...	...
Total	...	...	...	18,609 0 0
Carried over ...	...	...	...	14,21,536 8 0



Charges.	Actuals of past year.	Estimates for current year.	Actuals of past nine months.	Estimates for 1917-1918.	REMARKS.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
Brought forward ...	...	...	...	1,350 0 0	
				21,477 0 0	
11. Furniture ...	...	...	102 0 0	500 0 0	
12. Hot weather charges ...	52 0 0	...	63 6 3	118 0 0	
13. Servants' Uni- forms ...	...	...	...	120 0 0	
14. House tax and water rate ...	1,113 14 10	...	1,152 11 9	1,070 0 0	
15. Purchase of Secu- rities and shares ...	...	...	3,93,272 8 0	...	
16. Purchase of Land- ed Property ...	...	...	2,90,000 0 0	...	
17. Stables ...	1,196 0 9	...	952 13 0	1,200 0 0	
18. Rents ...	1,706 0 0	...	1,754 13 4	1,110 0 0	
19. Miscellaneous charges ...	1,100 2 0	...	2,561 0 5	2,880 0 0	
20. Compensation for lands ...	...	...	...	10,000 0 0	
21. Advance ...	...	...	...	...	
22. Suspense ...	...	...	...	...	
23. Interest on over- draft ...	...	...	...	20,000 0 0	
Total ...	...	...	...	58,475 0 0	
B.—TREASURER'S OFFICE.					
1. Treasurer ...	...	...	...	...	Honor- ary.
2. Establishment ...	...	...	...	360 0 0	
3. Menial Establish- ment ...	...	...	...	84 0 0	
4. Contribution to Provident Fund ...	...	...	...	11 4 0	
5. Miscellaneous charges ...	...	...	...	88 12 0	
Total ...	...	...	...	544 0 0	
OF UNIVERSITY ESTATES.					
1. Establishment ...	...	...	...	780 0 0	
2. Menial Establish- ment ...	...	...	...	320 0 0	
3. Contribution to Provident Fund ...	...	...	...	24 6 0	
4. Revenue and Cesses ...	...	...	...	2,792 0 0	
Total ...	...	...	...	3,916 6 0	
Carried over ...	...	...	...	60,369 0 0	

Receipts.	Actuals of past year.	Estimates for current year.	Actuals of past nine months.	Estimates for 1917-1918.
	Rs. a. p. ...	Rs. a. p. ...	Rs. a. p. ...	Rs. a. p. 14,21,536 8 0 <b>III. Regis</b> <b>A. GENERAL</b>
1. Examination fees ...				
2. Miscellaneous re- ceipts.				
				C. SC
				D. PRIZES
				E. UNIVER
1. Subscription ...	...	...	...	4,000 0 0
2. Advertisement ...	...	...	...	...
3. Miscellaneous receipts	...	...	...	...
Carried over ...	...	...	...	14,25,536 8 0

Charges.	Actuals of past year.	Estimates for current year.	Actuals of past nine months.	Estimates for 1917-1918.	REMARKS.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
Brought over ...	...	...	...	12,86,201 10 0	
<b>Registrar's Office.</b>					
<b>ADMINISTRATION.</b>					
1. Registrar ...	...	...	...	6,000 0 0	
2. Establishment ...	...	...	...	3,000 0 0	
3. Menial establish- ment ...	...	...	...	468 0 0	
4. Contribution to Provident Fund ...	...	...	...	282 0 0	
5. Stationery ...	...	...	...	1,200 0 0	
6. Postage and Tele- grams ...	...	...	...	300 0 0	
7. Printing charges ...	...	...	...	4,000 0 0	
8. Travelling allow- ance ...	...	...	...	3,500 0 0	
9. Furniture ...	...	...	...	500 0 0	
10. Hot weather charges ...	...	...	...	70 0 0	
11. Servants' uniforms ...	...	...	...	80 0 0	
12. Rent ...	...	...	...	600 0 0	
13. Miscellaneous charges ...	...	...	...	700 0 0	
Total ...	...	...	...	20,700 0 0	
<b>HOLARSHIPS.</b>					
1. College of Arts and Science (C. H. C.)	1,507 0 0	...	1,519 8 0	1,486 4 0	
2. Ranavir Sanskrit Pathshala;	203 2 9	...	40 8 0	300 0 0	
Total ...	...	...	...	1,786 4 0	
<b>AND MEDALS.</b>					
1. College of Arts and Science ...	149 4 0	...	299 12 0	366 12 0	
2. Ranavir Sanskrit Pathshala.	76 4 0	...	151 8 0	100 0 0	
Total ...	...	...	...	466 12 0	
<b>CITY MAGAZINE.</b>					
1. Editor's allowance ...	...	...	...	600 0 0	
2. Establishment ...	...	...	...	744 0 0	
3. Contribution to Provident Fund...	...	...	...	42 0 0	
4. Stationery ...	...	...	...	50 0 0	
5. Postage and Tele- grams ...	...	...	...	900 0 0	
6. Printing ...	...	...	...	1,300 0 0	
7. Paper ...	...	...	...	1,350 0 0	
8. Allowance to Con- tributors ...	...	...	...	...	
9. Miscellaneous charges ...	...	...	...	50 0 0	
Total ...	...	...	...	5,096 0 0	
Carried over ...	...	...	...	13,14,190 10 0	

Receipts.	Actuals of past year.	Estimates for current year.	Actuals of past nine months.	Estimates for 1917-1918.
Brought over ...	Rs.   a.   p.  ...     ..	  Rs.   a.   p.  ...     ..	  Rs.   a.   p.  ...     ..	  Rs.   a.   p.  14,25,536   8   o F. LIBRAR
1. Subscription ...	...	...	...	...
2. Miscellaneous ...	...	...	...	...
IV. CENTRAL				
1. Admission fees ... } 2. Fees and Fines ... }	} 21,258   6   o ...	... ... ...	20,895   7   o ... ...	25,000   0   o ... ...
3. Miscellaneous ...	...	...	...	...
4. Common room ...	202   12   o	..	223   12   o	250   0   o
5. Game fees ...	1,059   8   o	1,000   0   o	1,035   3   o	1,300   0   o
6. Boarding House receipts—				
(a) Lodging ...	...	...	...	} 3,103   0   o
(b) Establishment ...	...	...	...	
(c) Lighting ...	...	...	...	
(d) Miscellaneous ...	...	...	...	
Total ...	...	...	...	29,658   0   o
Carried over ...	...	...	...	14,55,194   8   o

Charges.	Actuals of past year.	Estimates for current year.	Actuals of past nine months.	Estimates for 1917-1918.	REMARKS.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
Brought over ...	...	...	..	13,14,190 10 0	
<b>Y AND MUSEUM.</b>					
1. Establishment ...	...	...	...	4,020 0 0	
2. Menial establish- ment ...	...	...	...	192 0 0	
3. Contribution to Pro- vident Fund ...	...	...	...	13 2 0	
4. Books and Periodi- cals ...	...	...	...	3,000 0 0	
5. Book-binding ...	...	...	...	200 0 0	
6. Museum account ...	...	...	...	...	
7. Miscellaneous charges ...	...	...	...	100 0 0	
Total ...	...	...	...	7,525 2 0	
<b>HINDU COLLEGE.</b>					
1. Establishment ...	34,041 0 6	63,227 0 0	37,819 1 11	68,950 0 0	
2. Menial Establish- ment ...				1,767 0 0	
3. Contribution to Pro- vident Fund ...				2,212 8 0	
4. Laboratories—	490 11 6	1,819 0 0	929 0 0	2,212 8 0	
(i) Physical ...	34 15 3	4,950 0 0	1,626 2 8	2,800 0 0	
(ii) Chemical ...	2,129 9 2	2,500 0 0	5,006 0 10	2,500 0 0	
(iii) Biological ...	1,015 14 3	1,100 0 0	611 11 6	1,150 0 0	
5. Stationery ...	76 11 6	...	70 4 0	200 0 0	
6. Postage and Tele- grams ...	89 11 8	..	100 6 2	150 0 0	
7. Printing ...	228 6 3	...	204 7 6	200 0 0	
8. Furniture ...	926 14 0	...	507 4 6	900 0 0	
9. Hot weather charges	240 8 3	...	217 8 6	300 0 0	
10. Servants' uniforms	122 15 6	150 0 0	135 10 9	180 0 0	
11. Miscellaneous charges ...	385 1 2	...	352 10 9	650 0 0	
12. Common room ...	185 0 0	...	257 8 0	250 0 0	
13. Gas works ...	620 14 11	...	313 5 3	400 0 0	
14. Hostel—					
(a) Establishment	2,540 6 2	3,052 0 0	2,327 3 7	2,484 0 0	
(b) Miscellaneous				541 0 0	
(c) Medical ...				200 0 0	
(d) Furniture ...				250 0 0	
15. Games ...	...	...	...	2,945 0 0	
Total ...	...	...	...	89,029 8 0	
Carried over ...	...	...	...	14,10,745 4 0	



Receipts.	Actuals of past year.	Estimates for current year.	Actuals of past nine months.	Estimates for 1917-1918.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Brought over ..	...	...	...	14,55,194 8 c
<b>V. Ranavir Sanskrit</b>				
1. Kashmir grant for R. S. Pathshala ...	3,258 0 0	...	2,172 0 0	3,258 0 0
2. Kashmir grant for Chhatravas ...	1,440 0 0	...	960 0 0	1,440 0 0
3. Porebunder Anna-kshetra ...	...	...	...	2,212 0 0
4. Other grants ...	...	...	...	...
5. Miscellaneous ...	...	...	...	...
Total ...	...	...	...	6,910 0 0
<b>VI.—College</b>				
<b>VII.—College</b>				
<b>VIII. Central Hindu College</b>				
1. Admission fees ...	...	...	...	...
2. Fees and Fines ...	7,045 12 0	7,380 0 0	7,479 11 0	8,439 0 0
3. Miscellaneous receipts ...	300 0 0	100 0 0	193 2 6	200 0 0
4. Boarding House receipts—	...	...	...	...
(a) Boarding and Lodging fees ...	...	...	...	7,920 0 0
(b) Establishment ...	...	...	...	2,400 0 0
(c) Lighting ...	...	800 0 0	473 0 0	...
(d) Miscellaneous ...	...	280 0 0	397 0 0	280 0 0
Game Fees ...	836 2 0	963 0 0	880 10 0	1,062 8 0
Total ...	...	...	...	20,301 8 0
Carried over ...	...	...	...	14,82,406 0 0

Charges.	Actuals of past year.	Estimates for current year.	Actuals of past nine months.	Estimates for 1917-1918.	REMARKS.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
Brought over ...	...	...	...	14,10,745 4 0	
<b>Pathshala.</b>					
1. Salaries ...	6,000 0 0	...	4,362 11 0	5,760 0 0	
2. Menial Establish- ment ...	...	...	123 14 0	156 0 0	
3. Contribution to Pro- vident Fund ...	...	...	...	169 0 0	
4. Stationery ...	25 0 0	...	22 8 0	50 0 0	
5. Printing ...	20 0 0	...	...	30 0 0	
6. Furniture ...	...	...	...	...	
7. Servants' uniforms	...	...	...	...	
8. Miscellaneous charges ...	85 0 0	...	72 0 0	235 0 0	
9. Chhatravas—					
(a) Kashmir State	1,440 0 0	...	1,274 4 0	1,440 0 0	
(b) Porebunder ...	...	...	...	2,212 0 0	
10. Medicines ...	50 0 0	...	50 0 0	150 0 0	
Total ...	...	...	...	10,202 0 0	
<b>of Theology.</b>					
<b>of Law.</b>					
<b>ate School.</b>					
1. Salaries ...	21,348 14 0	23,964 0 0	17,288 3 10	27,000 0 0	
2. Menial Establish- ment ...	...	...	...	816 0 0	
3. Contribution to Pro- vident Fund ...	630 2 6	723 0 0	447 3 0	809 10 0	
4. Stationery and Printing ...	349 10 6	400 0 0	399 9 3	400 0 0	
5. Postage and Tele- grams ...	62 2 9	75 0 0	28 5 6	75 0 0	
6. Printing Charges...	...	86 12 0	86 12 0	100 0 0	
7. Furniture ...	...	450 0 0	298 12 9	3,022 12 0	
8. Hot weather charges ...	293 11 6	300 0 0	217 15 9	300 0 0	
9. Servants' uniforms	...	80 0 0	79 9 9	30 0 0	
10. Miscellaneous Charges ...	343 5 6	300 0 0	269 10 9	300 0 0	
Total ...	...	...	...	32,903 6 0	
Carried over ...	...	...	...	14,21,097 4 0	

Receipts.	Actuals of past year.	Estimates for current year.	Actuals of past nine months.	Estimates for 1917-1918.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Brought over ...	...	...	...	14,82,406 0 0
GRAND TOTAL ...	...	...	...	14,82,406 0 0

Charges.	Actuals of past year.	Estimates for current year.	Actuals of past nine months.	Estimates for 1917-1918.	REMARKS.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
				14,20,947 4 0	
Brought over ...	...	...	...	32,903 6 0	
11. Science laboratory expense ...	133 9 0	150 0 0	149 9 0	260 0 0	
12. Manual Training expense ...	248 13 0	150 3 0	101 2 9	100 0 0	
13. Books and Maga- zines ...	245 7 6	250 0 0	236 9 9	250 0 0	
14. Book-binding ...	24 13 6	25 0 0	8 1 0	25 0 0	
15. Prizes and Medals	...	150 0 0	150 0 0	150 0 0	
16. Scholarships ...	801 4 6	449 7 9	441 4 0	473 7 9	
17. Maps and Globes	93 0 6	200 0 0	177 7 9	50 0 0	
18. New buildings ...	...	...	...	150 0 0	
19. Repairs to Build- ings and furniture	476 4 0	1,250 0 0	787 0 6	1,400 0 0	
20. Games ...	836 2 0	963 0 0	880 10 0	1,800 0 0	
21. Hostel—					
(a) Establishment	...	2,568 0 0	1,586 3 6	2,520 0 0	
(b) Diet ...	...	7,250 9 0	5,593 14 1½	7,080 0 0	
(c) Lighting charges	...	900 0 0	891 1 3	450 0 0	
(d) Medicine ...	...	100 0 0	255 11 9	100 0 0	
(e) Miscellaneous...	...	132 0 0	632 2 1½	450 0 0	
Total ...	...	...	...	48,161 13 9	
Balance kept in hand for unexpected emer- gency ...	...	...	...	13,296 14 3	
GRAND TOTAL ...	...	...	...	14,82,406 0 0	

# MINUTES OF THE ADJOURNED MEETING OF THE COUNCIL.

No. 12.

17TH JUNE, 1917—2 P.M. \*

## Present :

1. The Hon'ble Sir Sundarlal, Rai Bahadur, Kt., C.I.E., B.A., LL.D., *Vice-Chancellor, in the Chair,*
2. Mahamahopadhyaya Pandit Adityaram Bhattacharya, M.A., *Pro-Vice-Chancellor,*
3. Babu Govinda Das.
4. The Hon'ble Pandit Madan Mohan Malaviya, B.A., LL.B.,
5. The Hon'ble Pandit Gokaran Nath Misra, M.A., LL.B.,
6. Pandit Baldev Ram Dave,
7. Babu Iswar Saran, B.A.,
8. Kunwar Chain Singh, M.A., LL.B.,
9. Professor Nagendra Chandra Nag, M.A., and
10. Pandit Manohar Lal Zutshi, M.A.

1. The plans and estimates of the College and Hostel buildings, as finally approved by the Honorary Chief Engineer of the University, for erection on the plot of land separated from the general scheme of the lay-out of the University, were laid before the meeting :

On the motion of Babu Govinda Das, seconded by the Hon'ble Pandit Gokaran Nath Misra, it was resolved that they be generally approved, but that the Superintendent of Works be requested to make such alterations in the plans that the cost of constructing the College may not exceed 4 lacs of rupees.

2. The recommendations of the Board of Appointments were laid before the meeting, and on the motion of the

\* At the meeting of the Board of Appointments, the members of the Council present were invited to join in discussion, and at the conclusion of that meeting the Council formally met for its work.



Hon'ble Pandit Madan Mohan Malaviya, seconded by Babu Govinda Das, it was resolved that a loan of the services of Prof. Jadu Nath Sarkar for the period of five years be applied for to the Bihar Government, on terms recommended by the Board of Appointments at its meeting held on 6th November, 1916.

3. It was proposed by the Hon'ble Pandit Gokaran Nath Misra and seconded by Babu Iswar Saran that the recommendations of the Board of Appointments made to-day be accepted and that the Vice-Chancellor be authorised to take the steps necessary to give effect to them.

SUNDARLAL,

*Vice-Chancellor.*

FINIS.

Οὐ γὰρ ἔστι περὶ ὅτου θειοτέρου ἄνθρωπος ἂν βουλευσάιτο, ἢ περὶ παιδείας καὶ τῶν αὐτοῦ καὶ τῶν ἑτέρων. *Plato in initio Theagis* (p. 123 B).

Socrates saith plainlie, that “no man goeth about a more godlie purpose, than he that is mindfull of the good bringing up both of his owne and other men’s children.”—*Ascham’s Scholemaster. Preface.*

*Fundamentum totius reipublicæ est recta juventutis educatio.*

The very foundation of the whole commonwealth is the proper bringing up of the young.—*Cic.*

To

DR. HENRY BARNARD,

*The first United States Commissioner of Education,*

WHO IN A LONG LIFE OF  
SELF-SACRIFICING LABOUR HAS GIVEN TO THE ENGLISH  
LANGUAGE AN EDUCATIONAL LITERATURE,

THIS VOLUME IS DEDICATED,

WITH THE ESTEEM AND ADMIRATION OF  
THE AUTHOR.



## PREFACE TO EDITION OF 1868.

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*"It is clear that in whatever it is our duty to act, those matters also it is our duty to study."* These words of Dr. Arnold's seem to me incontrovertible. So a sense of duty, as well as fondness for the subject, has led me to devote a period of leisure to the study of *Education*, in the practice of which I have been for some years engaged.

There are countries where it would be considered a truism that a teacher in order to exercise his profession intelligently should know something about the chief authorities in it. Here, however, I suppose such an assertion will seem paradoxical ; but there is a good deal to be said in defence of it. De Quincey has pointed out that a man who takes up any pursuit without knowing what advances others have made in it works at a great disadvantage. He does not apply his strength in the right direction, he troubles himself about small matters and neglects great, he falls into errors that have long since been exploded. An educator is, I think, liable to these dangers if he brings to his task no knowledge but that which he learnt for the tripos, and no skill but that which he acquired in the cricket ground or on the river. If his pupils are placed entirely in his hands, his work is one of great difficulty, with heavy penalties attached to all blundering in it ; though here, as in the case



of the ignorant doctor and the careless architect, the penalties, unfortunately, are paid by his victims. If (as more commonly happens) he has simply to give a class prescribed instruction, his smaller scope of action limits proportionally the mischief that may ensue; but even then it is obviously desirable that his teaching should be as good as possible, and he is not likely to employ the best methods if he invents as he goes along or simply falls back on his remembrance of how he was taught himself, perhaps in very different circumstances. I venture to think, therefore, that practical men in education, as in most other things, may derive benefit from the knowledge of what has already been said and done by the leading men engaged in it, both past and present.

All study of this kind, however, is very much impeded by want of books. "Good books are in German," says Professor Seeley. I have found that on the history of Education, not only *good* books but *all* books are in German or some other foreign language.\* I have, therefore, thought it worth while to publish a few such imperfect sketches as these, with which

\* When the greater part of this volume was already written, Mr. Parker published his sketch of the history of Classical Education (*Essays on a Liberal Education*, edited by Farrar). He seems to me to have been very successful in bringing out the most important features of his subject, but his essay necessarily shows marks of over-compression. Two volumes have also lately appeared on *Christian Schools and Scholars* (Longmans, 1867). Here we have a good deal of information which we want, and also, it seems to me, a good deal which we do not want. The work characteristically opens with a 10th century description of the personal appearance of St. Mark when he landed at Alexandria. The author treats only of the times which preceded the Council of Trent. A very interesting account of early English education has been given by Mr. Furnivall, in the 2nd and 3rd numbers of the *Quarterly Journal of Education* (1867). [I did not then know of Dr. Barnard's works.]

the reader can hardly be less satisfied than the author. They may, however, prove useful till they give place to a better book.

Several of the following essays are nothing more than compilations. Indeed, a hostile critic might assert that I had used the scissors with the energy of Mr. Timbs and without his discretion. The reader, however, will probably agree with me that I have done wisely in putting before him the opinions of great writers in their own language. Where I am simply acting as reporter, the author's own way of expressing himself is obviously the best; and if, following the example of the gipsies and Sir Fretful Plagiary, I had disfigured other people's offspring to make them pass for my own, success would have been fatal to the purpose I have steadily kept in view. The sources of original ideas in any subject, as the student is well aware, are few, but for irrigation we require troughs as well as water-springs, and these essays are intended to serve in the humbler capacity.

A word about the incomplete handling of my subjects. I have not attempted to treat any subject completely, or even with anything like completeness. In giving a sketch of the opinions of an author one of two methods must be adopted; we may give an epitome of all that he has said, or by confining ourselves to his more valuable and characteristic opinions, may gain space to give these fully. As I detest epitomes, I have adopted the latter method exclusively, but I may sometimes have failed in selecting an author's most characteristic principles; and probably no two readers of a book would entirely agree as to what was most valuable in it: so my account must remain, after all, but a poor substitute for the author himself.

For the part of a critic I have at least one qualification---practical acquaintance with the subject. As boy or master,

I have been connected with no less than eleven schools, and my perception of the blunders of other teachers is derived mainly from the remembrance of my own. Some of my mistakes have been brought home to me by reading works on education, even those with which I do not in the main agree. Perhaps there are teachers who on looking through the following pages may meet with a similar experience.

Had the essays been written in the order in which they stand, a good deal of repetition might have been avoided, but this repetition has at least the advantage of bringing out points which seem to me important; and as no one will read the book as carefully as I have done, I hope no one will be so much alive to this and other blemishes in it.

I much regret that in a work which is nothing if it is not practically useful, I have so often neglected to mark the exact place from which quotations are taken. I have myself paid the penalty of this carelessness in the trouble it has cost me to verify passages which seemed inaccurate.

The authority I have had recourse to most frequently is Raumer (*Geschichte der Pädagogik*). In his first two volumes he gives an account of the chief men connected with education, from Dante to Pestalozzi. The third volume contains essays on various parts of education, and the fourth is devoted to German Universities. There is an English translation, published in America, of the fourth volume only. I confess to a great partiality for Raumer—a partiality which is not shared by a Saturday Reviewer and by other competent authorities in this country. But surely a German author who is not profound, and is almost perspicuous, has some claim on the gratitude of English readers, if he gives information which we cannot get in our own language. To Raumer I am indebted for all that I have

written about Ratke, and almost all about Basedow. Elsewhere his history has been used, though not to the same extent.

C. A. Schmid's *Encyclopädie des Erziehungs-und-Unterrichtswesens* is a vast mine of information on everything connected with education. The work is still in progress. The part containing *Rousseau* has only just reached me. I should have been glad of it when I was giving an account of the *Emile*, as Raumer was of little use to me.

Those for whom Schmid is too diffuse and expensive will find Carl Gottlob Hergang's *Pädagogische Realencyclopädie* useful. This is in two thick volumes, and costs, to the best of my memory, about eighteen shillings. It was finished in 1847.

The best sketch I have met with of the general history of education is in the article on *Pädagogik* in *Meyers Conversations-Lexicon*.\* I wish someone would translate this article; and I should be glad to draw the attention of the editor of an educational periodical, say the *Museum* or the *Quarterly Journal of Education*, to it.

I have come upon references to many other works on the history of Education, but of these the only ones I have seen are Theodore Fritz's *Esquisse d'un Système complet d'instruction et d'éducation et de leur histoire* (3 vols., Strasburg, 1843), and Carl Schmidt's *Geschichte der Pädagogik* (4 vols.). The first of these gives only the outline of the subject. The second is, I believe, considered a standard work. It does not seem to me so readable as Raumer's history, but it is much more complete, and comes down to quite recent times.

For my account of the Jesuit schools and of Pestalozzi,

\* This article is omitted in the last edition



the authorities will be found elsewhere (pp. 34 and 383). In writing about Comenius I have had much assistance from a life of him prefixed to an English translation of his *School of Infancy*, by Daniel Benham (London, 1858). For almost all the information given about Jacotot, I am indebted to Mr. Payne's papers, which I should not have ventured to extract from so freely if they had been before the public in a more permanent form.

I am sorry I cannot refer to any English works on the history of Education, except the essays of Mr. Parker and Mr. Furnivall, and *Christian Schools and Scholars*, which are mentioned above, but we have a very good treatise on the principles of education in Marcel's *Language as a Means of Mental Culture* (2 vols., London, 1853). Edgeworth's *Practical Education* seems falling into undeserved neglect, and Mr. Spencer's recent work is not universally known even by schoolmasters.

If the following pages attract but few readers, it will be some consolation, though rather a melancholy one, that I share the fate of my betters.

R. H. Q.

INGATESTONE, ESSEX, May, 1868.

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## PREFACE TO EDITION OF 1890.

WHEN I was a young man (*i.e.*, nearly forty years ago), I once did what those who know the ground would declare a very risky, indeed, a fool-hardy thing. I was at the highest point of the Gemmi Pass in Switzerland, above the



Rhone Valley; and being in a hurry to get down and overtake my party I ran from the top to the bottom. The path in those days was not so good as it is now, and it is so near the precipice that a few years afterwards a lady in descending lost her head and fell over. No doubt I was in great danger of a drop of a thousand feet or so. But of this I was totally unconscious. I was in a thick mist, and saw the path for a few yards in front of me *and nothing more*. When I think of the way in which this book was written three and twenty years ago I can compare it to nothing but my first descent of the Gemmi. I did a very risky thing without knowing it. My path came into view little by little as I went on. All else was hid from me by a thick mist of ignorance. When I began the book I knew next to nothing of the Reformers, but I studied hard and wrote hard, and I turned out the essays within the year. This feat I now regard with amazement, almost with horror. Since that time I have given more years of work to the subject than I had then given months, and the consequence is I find I can write fast no longer. The mist has in a measure cleared off, and I cannot jog along in comfort as I did when I saw less. At the same time I have no reason to repent of the adventure. Being fortunate in my plan and thoroughly interested by my subject, I succeeded beyond my wildest expectations in getting others to take an interest in it also. The small English edition of 500 copies was, as soon as I reduced the price, sold off immediately, and the book has been, in England, for twenty years "out of print." But no less than three publishing firms in the United States have reprinted it (one quite recently) without my consent, and, except in the edition of Messrs. R. Clarke & Co., Cincinnati, with omissions and additions made without my knowledge. It seems then that the book will live for some years yet,

whether I like it or not ; and while it lives I wish it to be in a form somewhat less defective than at its first appearance. I have therefore in a great measure re-written it, besides filling in a gap here and there with an additional essay. Perhaps some critics will call it a new book with an old title. If they do, they will I trust allow that the new book has at least two merits which went far to secure the success of the old, 1st, a good title, and 2nd, a good plan. My plan in both editions has been to select a few people who seemed specially worth knowing about, and to tell concerning them in some detail just that which seemed to me specially worth knowing. So I have given what I thought very valuable or very interesting, and everything I thought not particularly valuable or interesting I have ruthlessly omitted. I have not attempted a *complete* account of anybody or anything ; and as for what the examiner may "set," I have not once given his questions a thought.

As the book is likely to have more readers in the country of its adoption than in the country of its birth, I have persuaded my friend Dr. Wm. T. Harris, the U.S. Commissioner of Education, to put it into "the International Series" which he edits. So the only authorized editions of the book are the English edition, published by Messrs. Longmans, and the American edition, published by Messrs. Appleton.

R. H. Q.

REDHILL, SURREY, 28th July, 1893.

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## I.

# EFFECTS OF THE RENASCENCE.

§ 1. The history of education, much as it has been hitherto neglected, especially in England, must have a great future before it. If we ignore the Past we cannot understand the Present, or forecast the Future. In this book I am going to speak of Reformers or Innovators who aimed at changing what was handed down to them; but the Radical can no more escape from the Past, than the Conservative can stereotype it. It acts not by attraction only, but no less by repulsion. There have been thinkers in latter times who have announced themselves as the executioners of the Past and laboured to destroy all it has bequeathed to us. They have raised the ferocious cry, "*Vive la destruction! Vive la mort! Place à l'avenir!*" Hurrah for destruction! Hurrah for death! Make room for the world that is to be!" But their very hatred of the Past has brought them under the influence of it. "Do just the opposite of what has been done and you will do right," said Rousseau; and this rule of negation would make the Past regulate the Present and the Future no less than its opposite, "Do always what is usual."

If we cannot get free from the Past in the domain of thought, still less can we in action. Custom is to all our

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### No escape from the Past.

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activities what the mainspring is to the watch. We may bring forces into play to make the watch go faster or slower, but if we took out the mainspring it would not go at all. For *our* mainspring we are indebted to the Past.

§ 2. In studying the Past we must give our special attention to those periods in which the course of ideas takes, as the French say, a new bend.\* Such a period was the Renaissance. Then it was that the latest bend was given to the educational ideal of the civilized world; and though we seem now again to have arrived at a period of change, we are still, perhaps far more than we are aware, affected by the ideas of the great scholars who guided the intellect of Europe in the Revival of Learning.

§ 3. From the beginning to the end of the fifteenth century the balance was trembling between two kinds of culture, and the fate of the schoolboy depended on the result. In this century men first got a correct conception of the globe they were inhabiting. Hitherto they had not even professed to have any knowledge of geography; there is no mention of it in the Trivium and Quadrivium which were then supposed to form the cycle of things known, if not of things knowable. But Columbus and Vasco da Gama were grand teachers of geography, and their lessons were learnt as far as civilization extended.

The impetus thus given to the study of the earth might, at the beginning of the sixteenth century, have engrossed the mind of Europe with the material world, had not the leaning to physical science been encountered and overcome by an impulse derived from another discovery. About the

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\* The rest of this chapter was published in the September, 1880, number of *Education*. Boston, U.S.A.



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Discovery of the Classics.

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time of the discovery of America there also came to light the literatures of Greece and Rome.

§ 4. When I speak of the discovery of the ancient literatures as rivalling that of America, this use of the word "discovery" may be disputed. It may be urged that though the Greek language and literature were unknown in the West of Europe till they were brought there by the fugitives after the fall of Constantinople in 1453, yet the works of the great Latin writers had always been known in Italy, and Dante declares himself the disciple of Virgil. And yet I cannot give up the word "discovery." In the life of an individual it sometimes happens that he suddenly acquires as it were a new sense. The world around him remains the same as before, but it is not the same to him. A film passes from his eyes, and what has been ordinary and unmeaning suddenly becomes a source of wonder and delight to him. Something similar happens at times in the history of the general mind; indeed our own century has seen a remarkable instance of it. In reading the thoughts of great writers of earlier times, we cannot but be struck, not only with their ignorance of the material world, but also with their ignorance of their ignorance. Little as they know, they often speak as if they knew everything. Newton could see that he was like a child discovering a few shells while the unexplored ocean lay before him; but in those days it required the intellect of a Newton to understand this. To the other children the ocean seemed to conceal nothing, and they innocently thought that all the shells, or nearly all, had been picked up. It was reserved for the people of our own century to become aware of the marvels which lie around us in the material world, and to be fascinated by the discovery. If the human race could live through several civilizations without opening its eyes to the

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**Mark Pattison's account of Renascence.**

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wonders of the earth it inhabits, and then could suddenly become aware of them, we may well understand its retaining unheeded the literatures of Greece and Rome for centuries, and at length as it were discovering them, and turning to them with unbounded enthusiasm and delight.

As students of education we can hardly attach too much importance to this great revolution. For nearly three centuries the curriculum in the public schools of Europe remained what the Renascence had made it. We have again entered on an age of change, but we are still much influenced by the ideas of the Renascence, and the best way to understand the forces now at work is to trace them where possible to their origin. Let us then consider what the Renascence was, and how it affected the educational system.

§ 5. In endeavouring to understand the Renascence, we cannot do better than listen to what Mark Pattison says of it in his "Life of Casaubon":—"In the fifteenth century was revealed to a world which had hitherto been trained to logical analysis, the beauty of literary form. The conception of style or finished expression had died out with the pagan schools of rhetoric. It was not the despotic act of Justinian in closing the schools of Athens which had suppressed it. The sense of art in language decayed from the same general causes which had been fatal to all artistic perception. Banished from the Roman Empire in the sixth century or earlier, the classical conception of beauty of form re-entered the circle of ideas after near a thousand years of oblivion and abeyance. Cicero and Virgil, Livius and Ovid, had been there all along, but the idea of composite harmony on which their works were constructed was wanting. The restored conception, as if to recoup itself for its long sup-



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### Revival of taste for beauty in literature.

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pression, took entire possession of the mind of Europe. The first period of the Renaissance passed in adoration of the awakened beauty, and in efforts to copy and multiply it."

§ 6. Here Mark Pattison speaks as if the conception of beauty of form belonged exclusively to the ancients and those who learnt of them. This seems to require some abatement. There are points in which mediæval art far excelled the art of the Renaissance. The thirteenth century, as Archbishop Trenchard has said, was "rich in glorious creations of almost every kind;" and in that century our great English architect, Street, found the root of all that is best in modern art. (See "Dublin Afternoon Lectures," 1868.)

But there are expressions of beauty to which the Greeks, and those who caught their spirit, were keenly alive, and to which the people of the Middle Age seem to have been blind. The first is beauty in the human form; the second is beauty in literature.

The old delight in beauty in the human form has never come back to us. Mr. Ruskin tells us we are an ugly race, with ill-shapen limbs, and well pleased with our ugliness and deformity, and in reply we only mutter something about the necessity of clothing both for warmth and decency. But as to the other expression of beauty, beauty in literature, the mind of Europe again became conscious of it in the fifteenth and sixteenth centuries. The re-awakening of this sense of beauty we call the Renaissance.

§ 7. Before we consider the effect of this intellectual revolution on education, let us be sure that we are not "paying ourselves with words," and that we know exactly what we mean by "literature."

When the conceptions of an individual mind are ex-

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What is Literature?

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pressed in a permanent form of words, we get literature. The sum total of all the permanent forms of expression in one language make up the literature of that language; and if no one has given his conceptions a form which has been preserved, the language is without a literature. There are then two things essential to a literary work: first, the conceptions of an individual mind; second, a permanent form of expression. Hence it follows that the domain of literature is distinct from the domain of natural or mathematical science. Science does not give us the conceptions of an individual mind, but it tells us what every rational person who studies the subject must think. And science is entirely independent of any form of words: a proposition of Euclid is science; a sonnet of Wordsworth's is literature. We learn from Euclid certain truths which we should have learnt from some one else if Euclid had never existed, and the propositions may be conveyed equally well in different forms of words and in any language. But a sonnet of Wordsworth's conveys thought and feeling peculiar to the poet; and even if the same thought and feeling were conveyed to us in other words, we should lose at least half of what he has given us. Poetry is indeed only one kind of literature, but it is the highest kind; and what is true of literary works in verse, is true also in a measure of literary works in prose. So great is the difference between science and literature, that in literature, as the first Lord Lytton said, the best books are generally the oldest; in science they are the newest.

§ 8. At present we are concerned with literature only. There are two ways in which a work of literature may excite our admiration and affect our minds. These are, first, by the beauty of the conceptions it conveys to us; and

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Renaissance loved beauty of expression.

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second, by the beauty of the language in which it conveys them. In the greatest works the two excellences will be combined.\*

Now the literary taste proper fastens especially on the second of the two, *i.e.*, on beauty of expression; and the Renaissance was the revival of literary taste. "It was," as Mark Pattison says, "the conception of style or finished expression which had died out with the pagan schools of rhetoric, and which re-entered the circle of ideas after a thousand years of oblivion and abeyance." If we lose sight of this, we shall be perplexed by the unbounded enthusiasm which we find in the sixteenth century for the old classics. What great evangel, we may ask, had Cicero and Virgil and Ovid, or even Plato and the Greek dramatists, for men who lived when Europe had experienced a thousand years of Christianity? The answer is simple. They had none whatever. Their thoughts and conceptions were not adapted to the wants of the new world. The civilization of the Christian nations of the sixteenth century was a very different thing from the civilization of Greece and Rome. It had its own thoughts, its own problems, its own wants. The old-world thoughts could not be thought over again by it. This indeed was felt though not admitted by the Renaissance scholars themselves. Had it been the thoughts of the ancients which seemed to them so valuable they would have made some effort to diffuse those thoughts in the languages of the modern world. Much as a great literary work loses by translation, there may still be enough left of it to be a

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\* On the nature of literature see Cardinal Newman's "Lectures on the Nature of a University. University Subjects. II. Literature."



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No translations. The "educated."

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source of instruction and delight. The thoughts of Aristotle, conveyed in a Latin translation of an Arabic translation, profoundly affected the mind of Europe in the Middle Ages. The Bible, or Book *par excellence*, is known to few indeed in its original form. Some great writers—Cervantes, and Shakespeare, and the author of the "Arabian Nights"—please and instruct nations who know not the sound of the languages wherein their works are composed. If then the great writers of Greece and Rome had been valued for their matter, their works would have been translated by the Renaissance scholars as the Bible was translated by the Reformers, and the history of modern education would have taken a very different turn from that which awaited it. But it was not so. The Renaissance scholars did all they could to discourage translations. For the grand discovery which we call the Revival of Learning was, not that the ancients had something to say, but that whatever they had to say they knew how to say it.

§ 9. And thus it happens that in the period of change, when Europe was re-arranging its institutions, developing new ideas and settling into new grooves of habit, we find the men most influential in education entirely fascinated by beauty of expression, and this in two ancient languages, so that the one thing needful for the young seemed to them an introduction to the study of ancient writings. The inevitable consequence was this: education became a mere synonym for instruction in Latin and Greek. The only ideal set up for the "educated" was the classical scholar.

§ 10. Perhaps the absurdity of taking this ideal, an ideal which is obviously fitted for a small class of men only, and proposing it for general adoption, was partly concealed from the Renaissance scholars by the peculiar circumstances

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### Spread of literature by printing.

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of their age. No doubt they thought literature would in the future be a force capable of much wider application than it had ever been before. True, literature had till then affected a small class only. Literature meant books, books meant MSS., and MSS. were rare and costly. Literature, the embodiment of grand thoughts in grand words, had existed before letters, or at least without letters. The Homeric poems, for example, had been known to thousands who could not read or write. But beauty of expression naturally got associated and indeed confounded with the art by which it was preserved; so the creations of the mind, when embodied in particular combinations of words, acquired the name of literature or letters, and became almost exclusively the affair of those who had opportunities of study, opportunities afforded only to the few. During the Middle Ages every one who could read was allowed his "privilege of clergy;" that is, he was assumed to be a clergyman. Literature then was not thought of as a means of instruction. But at the very time that the beauty of the ancient writings dawned on the mind of Europe, a mechanical invention seemed to remove all hindrances to the spread of literature. The scholars seized on the printing press and thought by means of it to give all "the educated" a knowledge of classics.

§ 11. We cannot help speculating what would have been the effect of the discovery of printing if it had been made at another time. As there may be literature without books, so there may be books without literature. If at the time of the invention of printing there had been no literature, no creations of individual minds embodied in permanent forms of speech, books might have been used as apparatus in a mental gymnasium, or they might have been made the



### School course settled before Bacon.

means of conveying information. But just then the intellect of Europe was tired of mental gymnastics. It had taken exercise in the Trivium like a squirrel in its revolving cage, and was vexed to find it made no progress.\* As for information there was little to be had. The age of observation and of physical science was not yet. So the printing press was entirely at the service of the new passion for literature and the scholars dreamed of the general diffusion of literary culture by means of printed books.

§ 12. For some two centuries the literary spirit had supreme control over the intellect of Europe, and the literary spirit could then find satisfaction nowhere but in the study of the ancient classics. The natural consequence was that throughout this period the "educated man" was supposed to be identified with the classical scholar. The great rival of the literary spirit, the scientific spirit which cares for nothing but sequences independent of the human mind, began to show itself early in the seventeenth century; its first great champion was Francis Bacon. But by this time the school course of study had been settled, and two centuries had to elapse before the scientific spirit could unsettle it again. Even now when we speak of a man as "well-educated" we are commonly understood to mean that in his youth he was taught the two classical languages.

§ 13. The taking of the classical scholar as the only

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\* I see Carlyle has used a similar metaphor in the same connexion: "Consider the old schoolmen and their pilgrimage towards Truth! the faithfullest endeavour, incessant unwearied motion; often great natural vigour, only no progress; nothing but antic seats of one limb poised against the other; there they balanced, somer-seted, and made postures; at best gyrated swiftly with some pleasure like spinning dervishes and ended where they began."—*Characteristics*, Misc., vol. iii, 5.

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**First defect: Learner above Doer.**

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ideal of the educated man has been a fruitful source of evil in the history of education.

I. This ideal exalted the learner above the doer. As far back as Xenophon, we find a contest between the passive ideal and the active, between the excellence which depends on a knowledge of what others have thought and done and the excellence which comes of thinking and doing. But the excellence derived from learning had never been highly esteemed. To be able to repeat Homer's poetry was regarded in Greece as we now regard a pleasing accomplishment; but the dignity of the learned man as such was not within the range of Greek ideas. Many of the Romans after they began to study Greek literature certainly piqued themselves on being good Greek scholars, and Cicero occasionally quotes with all the airs of a pedant; but so thoroughly was the contrary ideal, the ideal of the *doer*, established at Rome, that nobody ever dreamt of placing its rival above it. In the decline of the Empire, especially at Alexandria, we find for the first time honours paid to the learned man; but he was soon lost sight of again. At the Renaissance he burst into sudden blaze, and it was then discovered that he was what every man would wish to be. Thus the Renaissance scholars, notwithstanding their admiration of the great nations of antiquity, set up an ideal which those nations would heartily have despised. The schoolmaster very readily adopted this ideal; and schools have been places of learning, not training, ever since.

§ 14. II. The next defect I observe in the Renaissance ideal is this: it attributes to literature more direct power over common life than literature has ever had, or is ever likely to have.

I say *direct* power, for indirectly literature is one of the

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**Second: Overestimate of literature.**

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grand forces which act on all of us ; but it acts on us through others, its most important function being to affect great intellects, the minds of those who think out and act out important changes. Its direct action on the mass of mankind is after all but insignificant. We have seen that literature consists in permanent forms of words, expressing the conceptions of individual minds ; and these forms will be studied only by those who are interested in the conceptions or find pleasure in the mode in which they are expressed. Now the vast majority of ordinary people are without these inducements to literary study. They take a keen interest in everything connected with their relations and intimate friends, and a weaker interest in the thinkings and sayings and doings of every one else who is personally known to them ; but as to the mental conceptions of those who lived in other times, or if now alive are not known even by sight, the ordinary person is profoundly indifferent to them ; and of course delight in expression, as such, is out of the question. The natural consequence is that the habit of reading books is by no means common. Mark Pattison observes that there are few books to be found in most English middle-class homes, and he says : "The dearth of books is only the outward and visible sign of the mental torpor which reigns in those destitute regions" (see "Fortnightly Review," November, 1877). I much doubt if he would have found more books in the middle-class homes of the Continent. There is only one kind of reading that is nearly universal—the reading of newspapers ; and the newspaper lacks the element of permanence, and belongs to the domain of talk rather than of literature.

Even when we get among the so-called "educated," we find that those who care for literature form a very small



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**Literary taste not common.**

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minority. The rest *have* of course read Shakespeare and Milton and Walter Scott and Tennyson, but *they do not read them*. The lion's share of our time and thoughts and interests must be given to our business or profession, whatever that may be; and in few instances is this connected with literature. For the rest, whatever time or thought a man can spare from his calling is mostly given to his family, or to society, or to some hobby which is not literature.

And love of literature is not shown in such reading as is common. The literary spirit shows itself, as I said, in appreciating beauty of expression, and how far beauty of expression is cared for we may estimate from the fact that few people think of reading anything a second time. The ordinary reader is profoundly indifferent about style, and will not take the trouble to understand ideas. He keeps to periodicals or light fiction, which enables the mind to loll in its easy chair (so to speak) and see pass before it a series of pleasing images. An idea, as Mark Pattison says, "is an excitant, comes from mind and calls forth mind; an image is a sedative;" and most people when they take up a book are seeking a sedative.

So literature is after all a very small force in the lives of most men, and perhaps even less in the lives of most women. Why then are the employments of the school-room arranged on the supposition that it is the grand force of all? The reason is, that we have inherited from the Renaissance a false notion of the function of literature.

§ 15. III. I must now point out a fault in the Renaissance ideal which is perhaps the most remarkable of all. Those by whom this ideal was set up were entirely possessed by an enthusiasm for literature, and they made the mistake

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### Third: Literature banished from school.

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of attributing to literature a share in general culture which literature seems incapable of taking. After this we could little have expected that the new ideal would exclude literature from the schoolroom, and yet so it has actually turned out.

As a literary creation contains the conceptions of an individual mind expressed in a permanent form of words, it exists only for those who can understand the words or at least the conceptions.

From this it follows that literature for the young must have its expression in the vernacular. The instances are rare indeed in which any one below the age of fifteen or sixteen (perhaps I might put the limit a year or two higher) understands any but the mother tongue. In the mother tongue indeed some forms of literature exercise a great influence over young minds. Ballad literature seems especially to belong to youth, the youth of nations and of individuals. Aristotle educated Alexander with Homer; and we can easily imagine the effect which the *Iliad* must have had on the young Greeks. Although in the days of Plato instruction was not confined to literature, he gives this account of part of the training in the Athenian schools: "Placing the pupils on benches, the instructors make them read and learn by heart the poems of good poets in which are many moral lessons, many tales and eulogies and lays of the brave men of old; that the boys may imitate them with emulation and strive to become such themselves." Here we see a very important function attributed to literature in the bringing up of the young; but the literature so used must obviously be in the language of the learners.

The influence of a literary work may, however, extend itself far beyond the limits of its own language. When our minds



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Translations would be literature.

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can receive and take pleasure in the conceptions of a great writer, he may speak to us by an interpreter. At the Renaissance there were books in the world which might have affected the minds of the young—Plutarch, Herodotus, and above all Homer. But, as I have already said, it was not the conceptions, but the literary form of the ancients, which seemed to the Renaissance scholars of such inestimable value, so they refused to give the conceptions in any but the original words. "Studying the ancients in translations," says Melancthon, "is merely looking at the shadow." He could not have made a greater mistake. As far as the young are concerned the truth is exactly the reverse. The translation would give the substance: the original can give nothing but the shadow. Let us take the experience of Mr. Kinglake, the author of "Eothen." This distinguished Eton man, fired by his remembrances of Homer, visited the Troad. He had, as he tells us, "clasped the *Iliad* line by line to his brain with reverence as well as love." Well done, Eton! we are tempted to exclaim when we read this passage: here at least is proof that some *literature* was taught in those days of the dominion of the classics. But stop! It seems that this clasping did not take place at Eton, but in happy days before Eton, when Kinglake knew no Greek and read translations. "Heroic days are these," he writes, "but the Dark Ages of schoolboy life come closing over them. I suppose it's all right in the end: yet, by Jove! at first sight it does seem a sad intellectual fall. . . . The dismal change is ordained and thin meagre Latin (the same for everybody) with small shreds and patches of Greek, is thrown like a pauper's pall over all your early lore; instead of sweet knowledge, vile monkish doggrel, grammars and graduses, dictionaries and lexicons, horrible odds and ends of dead

### The classics not written for children.

languages are given you for your portion, and down you fall from Roman story to a three-inch scrap of 'Scriptores Romani'—from Greek poetry down, down, to the cold rations of 'Poetæ Græci,' cut up by commentators and served out by schoolmasters!" ("Eothen," the Troad.)

We see from this how the Renaissance ideal had the extraordinary effect of banishing literature from the school-room. Literature has indeed not ceased to influence the young; it still counts for much more in their lives than in the lives of their seniors; but we all know who are the writers who affected our own minds in childhood and youth, and who affect the minds of our pupils now—not Eutropius or Xenophon, or Cæsar or Cicero, but Defoe and Swift and Marryatt and Walter Scott. The ancient writings which were literature to Melancthon and Erasmus, as they are still to many in our universities and elsewhere, can never be literature to the young. Most of the classical authors read in the schoolroom could not be made literature to young people even by means of translations, for they were men who wrote for men and women only. We see that it would be absurd to make an ordinary boy of twelve or fourteen study Burke or Pope. And if we do not make him read Burke, whose language he understands, why do we make him read Cicero whose language he does not understand? If he cannot appreciate Pope, why do we teach him Horace? The Renaissance gives us the explanation of this singular anomaly. The scholars of that age were so delighted with the "composite harmony" of the ancient classics that the study of those classics seemed to them the one thing worth living for. The main, if not the only object they kept in view in bringing up the young was to gain for them admission to the treasure house; and though young people could not understand the

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Language *versus* Literature.

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ancient writings as literature, they might at least study them as language and thus be ready to enjoy them as literature in after-life. Thus the subject of instruction in the schoolroom came to be, not the classics but, the classical languages. The classics were used as school books, but the only meaning thought of was the meaning of the detached word or at best of the detached sentence. You ask a child learning to read if he understands what he is reading about, and he says, "I can't think of the meaning because I am thinking of the words." The same thing happened in the schoolboy's study of the classics, and so it has come to pass that to this day the great writers of antiquity discharge a humble function which they certainly never contemplated.

"Great Cæsar's body dead and turned to clay  
May stop a hole to keep the wind away."

And great Cæsar's mind has been turned to uses almost as paltry. He has in fact written for the schoolroom not a commentary on the Wars of Gaul—nothing of the kind—but simply a book of exercises in Latin construing; and an excellent book it would be if he had only graduated the difficulties better.

§ 16. IV. There is yet another weakness about the Renaissance ideal—a weakness from which most ideals are free.

Most ideals have this merit at least, that he who makes even a feeble and abortive attempt to reach them is benefited in proportion to his advance, however small that advance may be. If he fails to seize the coat of gold, he carries away, as the proverb tells us, at least one of the sleeves; or, to use George Herbert's metaphor—

" . . . Who aimeth at the sky,  
Shoots higher far than he who means a tree."



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Fourth: Miss as good as a mile.

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But the learned ideal has not even this advantage. The first stage, the study of the ancient languages, is so totally different from the study of the ancient literatures to which it is the preliminary, that the student who never goes beyond this first stage either gets no benefit at all, or a benefit which is not of the kind intended. Suppose I am within a walk, though a long one, of the British Museum, and hearing of some valuable books in the library, which I can see nowhere else, I set off to consult them. In this case it makes no difference to me how valuable the books are if I do not get as far as the Museum.\* My friends may comfort me with the assurance that the walk must have done me good. Perhaps so; but I left home to get a knowledge of certain books, not to exercise my legs. Had exercise been my object I should probably have chosen another direction.

Now schoolmasters, since the Renaissance, have been in the habit of leading all their pupils through the back slums of the Seven Dials and Soho in the direction of the British Museum, with the avowed purpose of taking them to the library, although they knew full well that not one pupil in ten, not one in fifty, would ever reach the door. To produce a few scholars able to appreciate the classics of Greece and Rome they have sacrificed everybody else; and according to their own showing they have condemned a large portion of the upper classes, nearly all the middle classes, and quite all the poorer classes to remain "uneducated." And, according to the theory of the schoolroom, one-half of the

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\* This illustration was suggested by a similar one in Prof. J. R. Seeley's essay "On the Teaching of English" in his *Lectures and Essays*, 1872.

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Fifth: Neglect of children.

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human race—the women—have not been supposed to need education. For them “accomplishments” have been held sufficient.

§ 17. V. In conclusion I must point out one effect of the Renaissance ideal which seems to me no less mischievous than those I have already mentioned. This ideal led the schoolmasters to attach little importance to the education of *children*. Directly their pupils were old enough for Latin Grammar the schoolmasters were quite at home; but till then the children's time seemed to them of small value, and they neither knew nor cared to know how to employ it. If the little ones could learn by heart forms of words which would afterwards “come in useful,” the schoolmasters were ready to assist such learning by unsparing application of the rod, but no other learning seemed worthy even of a caning. Absorbed in the world of books they overlooked the world of nature. Galileo complains that he could not induce them to look through his telescope, for they held that truth could be arrived at only by comparison of MSS. No wonder then that they had so little sympathy with children, and did not know how to teach them. It is by slow degrees that we are breaking away from the bad tradition then established, are getting to understand children, and with such leaders as Rousseau, Pestalozzi, and Froebel, are investigating the best education for them. We no longer think of them as immature men and women, but see that each stage has its own completeness, and that there is a perfection in childhood which must precede the perfection of manhood just as truly as the flower goes before the fruit. “Childhood,” says Rousseau, “has its own ways of seeing, feeling, thinking;” and it is by studying these that we find out how children should be educated. Our connexion with the world of



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### Child's study of his surroundings.

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nature seems much closer in our early years than ever afterwards. The child's mind seems drawn out to its surroundings. He is intensely interested in the new world in which he finds himself, and whilst so many of us grown people need a flapper, like the sages of Laputa, to call our attention from our own thoughts to anything that meets the eye or ear, the child sees and hears everything, and everything seen or heard becomes associated in his mind not so much with thought as with feeling. Hence it is that we most of us look back wistfully to our early days, and confess sorrowfully that though years may have brought "the philosophic mind,"

" . . . Nothing can bring back the hour  
Of splendour in the grass, of glory in the flower."

The material world then seems to supply just those objects, whether birds, beasts, or flowers, by which the child is attracted, and on which his faculties will therefore be most naturally and healthily employed. But the Renaissance schoolmasters had little notion of this. If you think that the greatest scholar is the greatest man, you will, as a matter of course, place at the other end of the scale those who are not scholars at all. An English inspector, who seems to have thought children had been created with due regard to the Revised Code of the Privy Council, spoke of the infants who could not be classed by their performances in "the three R's" as "the fag end of the school;" and no doubt the Renaissance schoolmasters considered the children the fag end of humanity. The great scholars were indeed far above the race of pedants; but the schoolmasters who adopted their ideal were not. And what is a pedant? "A man who has got rid of his brains to make room for his

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Aut Cæsar aut nihil.

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learning."\* The pedantic schoolmasters of the Renaissance wished the mind of the pupil to be cleared of everything else, that it might have room for the languages of Greece and Rome. But what if the mind failed to take in its destined freight? In that case the schoolmasters had nothing else for it, and were content that it should go empty.

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\* Miss J. D. Potter, in "Journal of Education." London, June, 1879.

## II.

## RENASCENCE TENDENCIES.

§ 1. In considering and comparing the two great epochs of intellectual activity and change in modern times, viz., the sixteenth century and the nineteenth, we cannot but be struck with one fundamental difference between them.

§ 2. It will affect all our thoughts, as Sir Henry Maine has said, whether we place the Golden Age in the Past or in the Future. In the nineteenth century the "good time" is supposed to be "coming," but in the sixteenth century all thinkers looked backwards. The great Italian scholars gazed with admiration and envy on the works of ancient Greece and Rome, and longed to restore the old languages, and as much as possible the old world, so that such works might be produced again. Many were suspected, not altogether perhaps without reason, of wishing to uproot Christianity itself,\* that they might bring back the Golden Age of Pericles.

§ 3. At the same time another movement was going on, principally in Germany. Here too, men were endeavouring to throw off the immediate past in order to revive the remote

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\* See Erasmus's *Ciceronianus*, or account of it, in Henry Barnard's *German Teachers*.



### Reviving the Past. The Scholars.

past. The religious reformers, like the scholars, wished to restore a golden age, only a different age, not the age of the Antigone, but the age of the Apostles' Creed. Thus it happened that the scholars and the reformers joined in attaching the very highest importance to the ancient languages. Through these languages, and, as they thought, through them alone, was it possible to get a glimpse into the bygone world in which their soul delighted.

§ 4. But though all joined in extolling the ancient writings, we find at the Renaissance great differences in the way of regarding these writings and in the objects for which they were employed. A consideration of these differences will help us to understand the course of education when the Renaissance was a force no longer.

§ 5. Very powerful in education were the great scholars, of whom Erasmus was perhaps the greatest, certainly the most celebrated. In devoting their lives to the study of the ancients their object was not merely to appreciate literary style, though this was a source of boundless delight to them, but also to *understand* the classical writings and the ancient world through them. These men, whom we may call *par excellence* the Scholars, cared indeed before all things for literature; but with all their delight in the form they never lost sight of the substance. They knew the truth that Milton afterwards expressed in these memorable words: "Though a linguist should pride himself to have all the tongues that Babel cleft the world into, yet if he have not studied the solid things in them as well as the words and lexicons, he were nothing so much to be esteemed a learned man as any yeoman or tradesman competently wise in his mother dialect only." (Tractate to Hartlib, § 4).

So Erasmus and the scholars would have all the educated

### The Scholars: things for words.

*understand* the classical authors. But to understand words you must know the things to which the words refer. Thus the Scholars were led to advocate a partial study of things a kind of realism. But we must carefully observe a peculiarity of this scholastic realism which distinguished it from the realism of a later date—the realism of Bacon. The study of things was undertaken not for its own sake, but simply in order to understand books. Perhaps some of us are conscious that this kind of literary realism has not wholly passed away. We may have observed wild flowers, or the changes in tree or cloud, because we find that the best way to understand some favourite author, as Wordsworth or Tennyson. This will help us to understand the realism of the sixteenth century. The writings of great authors have been compared to the plaster globes ("celestial globes" as we call them), which assist us in understanding the configuration of the stars (*Guesses at Truth*, j. 47). Adopting this simile we may say that the Scholars loved to study the globe for its own sake, and when they looked at stars they did so with the object of understanding the globe. Thus we read of doctors who recommended their pupils to look at actual cases of disease as the best commentary on the works of Hippocrates and Galen. This kind of realism was good as far as it went, but it did not go far. Of course the end in view limited the study, and the Scholars took no interest in things except those which were mentioned in the classics. They had no desire to investigate the material universe and make discoveries for themselves. This is why Galileo could not induce them to look through his telescope; for the ancients had no telescopes, and the Scholars wished to see nothing that had not been seen by their favourite authors. First then we have the Scholars, headed by Erasmus.



**Verbal Realists: things through words.**

§ 6. Next we find a party less numerous and for a time less influential, who did care about things for the sake of the things themselves; but carried away by the literary current of their age, they sought to learn about them not directly, but only by reading. Here again we have a kind of realism which is not yet extinct. Some years ago I was assured by a Graduate of the University of London who had passed in chemistry, that, as far as he knew, he had never seen a chemical in his life: he had got all his knowledge from books. While such a thing is possible among us, we need not wonder if those who in the sixteenth century prized the knowledge of things, allowed books to come between the learner and the object of his study, if they regarded Nature as a far-off country of which we could know nothing but what great authors reported to us.

As this party, unlike the Scholars, did not delight in literature as such, but simply as a means of acquiring knowledge, literary form was not valued by them, and they preferred Euclid to Sophocles, Columella to Virgil. Seeking to learn about things, not immediately, but through words, they have received from Raumer a name they are likely to keep—Verbal Realists. In the sixteenth century the greatest of the Verbal Realists also gave a hint of Realism proper; for he was no less a man than Rabelais.

§ 7. Lastly we come to those who, as it turned out, were to have more influence in the schoolroom than the Scholars and the Verbal Realists combined. I do not know that these have had any name given them, but for distinction sake we may call them *Stylists*. In studying literature the Scholars cared both for form and substance, the Verbal Realists for substance only, and the Stylists for form only. The Stylists gave up their lives, not, like the scholars, to gain

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**Stylists: words for themselves.**

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a thorough understanding of the ancient writings and of the old world, but to an attempted reproduction of the ancient languages and of the classical literary form.

§ 8. In marking these tendencies at the Renaissance, we must remember that though distinguished by their tendencies, these Scholars, Verbal Realists, and Stylists, were not divided into clearly defined parties. Categories like these no doubt assist us in gaining precision of thought, but we must not gain precision at the expense of accuracy. The tendencies we have been considering did not act in precisely opposite directions, and all were to some extent affected by them. But one tendency was predominant in one man and another in another; and this justifies us in calling Sturm a Stylist, Erasmus a Scholar, and Rabelais a Verbal Realist.

§ 9. In one respect they were all agreed. The world was to be regenerated by means of books. Nothing pleased them more than to think of their age as the Revival of Learning.

## III.

## STURMIUS.

(1507-1589)

§ 1. The curriculum bequeathed by the Renaissance and stereotyped in the School Codes of Germany, in the *Ratio* of the Jesuits, and in the English public school system, was greatly influenced by the most famous schoolmaster of the fifteen hundreds, John Sturm, who was for over forty years Rector of the Strassburg Gymnasium.

§ 2. Sturm was a fine specimen of the successful man: he knew what his contemporaries wanted, and that was just what he wanted. "He was a blessed fellow," as Prince Hal says of Poins, "to think as every man thought," and he not only "kept the roadway" himself, but he also "personally conducted" great bands of pupils over it, at one time "200 noblemen, 24 counts and barons, and 3 princes." What could schoolmaster desire more?

§ 3. But I frankly own that Sturm is no favourite of mine, and that I think that he did much harm to education. However, his influence in the schoolroom was so great that I must not leave him unnoticed; and I give some information, taken mainly from Raumer's account of him, which is translated in Henry Barnard's "German Teachers and



### His early life. Settles in Strassburg.

Educators." I have also looked at the exhaustive article by Dr. Bossler in K. A. Schmid's *Encyklopädie* (*sub v.*)

§ 4. John Sturm, born at Schleiden in the Eifel, not far from Cologne, in 1507, was one of 15 children, and would not have had much teaching had not his father been steward to a nobleman, with whose sons he was brought up. He always spoke with reverence and affection of his early teachers, and from them no doubt he acquired his thirst for learning. With the nobleman's sons and under the guidance of a tutor he was sent to Liège, and there he attended a school of the "Brethren of the Life in Common," *alias* Hieronymites. Many of the arrangements of this school he afterwards reproduced in the Strassburg Gymnasium, and in this way the good Brethren gained an influence over classical education throughout the world.

§ 5. Between the age of 15 and 20 Sturm was at Lyons, and before the end of this period he was forced into teaching for a maintenance. He then, like many other learned men of the time, turned printer. We next find him at the University of Paris, where he thought of becoming a doctor of medicine, but was finally carried away from natural science by the Renaissance devotion to literature, and he became a popular lecturer on the classics. From Paris he was called to Strassburg (then, as now, in Germany) in 1537. In 1538 he published his plan of a Gymnasium or Grammar School, with the title, "The right way of opening schools of literature (*De Literarum Ludis recte aperientis*)," and some years afterwards (1565) he published his Letters (*Classicæ Epistolæ*) to the different form-masters in his school.

§ 6. The object of teaching is three-fold, says Sturm, "piety, knowledge, and the art of expression." The student should be distinguished by reasonable and neat speech

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His course of Latin. Dismissed.

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(*ratione et oratione*). To attain this the boys in his school had to give seven years to the acquirement of a pure Latin style; then two years more were devoted to elegance; then five years of collegiate life were to be given to the art of Latin speech. This course is for ten years carefully mapped out by Sturm in his Letters to the masters. The foundation is to be laid in the tenth class, which the child enters at seven years old, and in which he learns to read, and is turned on to the declensions and conjugations. We have for all classes the exact "pensum," and also specimens of the questions put in examination by the *top boy of the next class above*, a hint which was not thrown away upon the Jesuits.

§ 7. Sturm cries over the superior advantages of the Roman children. "Cicero was but twenty when he delivered his speeches in behalf of Quintius and Roscius; but in these days where is there the man even of eighty, who could make such speeches? Yet there are books enough and intellect enough. What need we further? We need the Latin language and a correct method of teaching. Both these we must have before we can arrive at the summit of eloquence."

§ 8. Sturm did not, like Rabelais, put Greek on a level with Latin or above it. The reading of Greek words is begun in the sixth class. Hebrew, Sturm did not himself learn till he was nearly sixty.

§ 9. With a thousand boys in his school, and carrying on correspondence with the leading sovereigns of his age, Sturm was a model of the successful man. But in the end "the religious difficulty" was too much even for him, and he was dismissed from his post by his opponents "for old age and other causes." Surely the "other causes" need not have been mentioned. Sturm was then eighty years old.

§ 10. The successful man in every age is the man who



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### The Schoolmaster taught Latin mainly.

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chooses a popular and attainable object, and shows tremendous energy in pursuit of it. Most people don't know precisely what they want; and among the few who do, nine-tenths or more fail through lack of energy. But Sturm was quite clear in his aim, and having settled the means, he showed immense energy and strength of will in going through with them. He wanted to restore the language of Cicero and Ovid and to give his pupils great power of elegant expression in that language. Like all schoolmasters he professed that piety and knowledge (which in more modern phrase would be wisdom and knowledge) should come first, but like most schoolmasters he troubled himself mainly, if not exclusively, about the art of expression. As an abstract proposition the schoolmaster admits that to have in your head something worth saying is more important than to have the power of expression ready in case anything worth saying should "come along." But the schoolmaster's art always has taken, and I suppose, in the main, always will take for its material the means of expression; and by preference it chooses a tongue not vulgar or "understood of the people." Thus the schoolmasters with Sturm at their head set themselves to teach *words*—foreign words, and allowed their pupils to study nothing else, not even the mother tongue. The satirist who wrote *Hudibras* has stated for us the result—

"No sooner are the organs of the brain  
Quick to receive and stedfast to retain  
Best knowledges, but all's laid out upon  
Retrieving of the curse of Babylon.

\* \* \* \* \*

And he that is but able to express  
No sense in several languages  
Will pass for learner than he that's known  
To speak the strongest reason in his own." \*

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\* "On Abuse of Human Learning," by Samuel Butler.

## Resulting verbalism.

§ 11. One of the scholars of the Renaissance, Hieronymus Wolf, was wise enough to see that there might be no small merit in a boy's silence: "Nec minima pueri virtus est tacere cum recte loqui nesciat." (Quoted by Parker). But this virtue of silence was not encouraged by Sturm, and he determined that by the age of sixteen his pupils should have a fair command of expression in Latin and some knowledge of Greek.\* Latin indeed was to supplant the mother tongue, and boys were to be severely punished for using their own language. By this we may judge of the pernicious effects of following Sturm. And it is a mistake to suppose that the unwisdom of tilting at the vernacular was not so much Sturm's, as of the age in which he lived. The typical English schoolmaster of the century, Mulcaster, was in this and many other ways greatly in advance of Sturm. To him it was plain that we should "care for that most which we ever use most, because we need it most."† The only need recognized by Sturm was need of the classical languages. Thus he and his admirers led the unlucky schoolboy straight into that "slough of Despond"—verbalism, in which he has struggled ever since;

"Plunged for some sense, but found no bottom there,  
So learned and floundered on in mere despair."‡

\* Multum illum profecisse arbitror, qui ante sextum decimum ætatis annum facultatem duarum linguarum mediocrem assecutus est. (Quoted by Parker.)

† R. Mulcaster's *Positions*, 1581, p. 30. I have reprinted this book (Longmans, 1888, price 10s.).

‡ Sturm's school "had an European reputation: there were Poles and Portuguese, Spaniards, Danes, Italians, French and English. But besides this, it was the model and mother school of a numerous progeny. Sturm himself organized schools for several towns which applied to him.

### Some books about Sturm.

His disciples became organizers, rectors, and professors. In short, if Melancthon was the instructor, Sturm was the schoolmaster of Germany. Together with his method, his school-books were spread broadcast over the land. Both were adopted by Ascham in England, and by Buchanan in Scotland. Sturm himself was a great man at the imperial court. No diplomatist passed through Strasburg without stopping to converse with him. He drew a pension from the King of Denmark, another from the King of France, a third from the Queen of England, collected political information for Cardinal Granvella, and was ennobled by Charles V. He helped to negotiate peace between France and England, and was appointed to confer with a commission of Cardinals on reunion of the Church. In short, Sturm knew what he was about as well as most men of his time. Yet few will be disposed to accept his theory of education, even for the sixteenth century, as the best. Wherein then lay the mistake? . . . Sturm asserted that the proper end of school education is eloquence, or in modern phrase, a masterly command of language, and that the knowledge of things mainly belongs to a later stage . . . Sturm assumed that Latin is the language in which eloquence is to be acquired."

This is from Mr. Charles Stuart Parker's excellent account of Sturm in *Essays on a Liberal Education*, edited by Farrar, Essay I., *On History of Classical Education*, p. 39.

I find from Herbart (*Päd. Schriften*, O. Wilmann's edition, vol. ij, 229 ff; Beyer's edition, ij, 321) that the historian, F. H. Ch. Schwarz, took a very favourable view of Sturm's work; and both he and Karl Schmidt give Sturm credit for introducing the two ways of studying an author that may be carried on at the same time—1st, *statarisch*, i.e., reading a small quantity accurately, and 2nd, *cursorisch*, i.e., getting over the ground. These two kinds of reading were made much of by J. M. Gesner (1691-1761). Ernst Laas has written *Die Pädagogik J. Sturms* which no doubt does him justice, but I have not seen the book.

## IV

## SCHOOLS OF THE JESUITS.

§ 1. SINCE the Revival of Learning, no body of men has played so prominent a part in education as the Jesuits. With characteristic sagacity and energy they soon seized on education as a stepping-stone to power and influence; and with their talent for organization, they framed a system of schools which drove all important competitors from the field, and made Jesuits the instructors of Catholic, and even, to some extent, of Protestant Europe. Their skill in this capacity is attested by the highest authorities, by Bacon\* and by Descartes, the latter of whom had himself been their pupil; and it naturally met with its reward: for more than

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\* Why did Bacon, who spoke slightly of Sturm (see Parker, in *Essays on Lib. Ed.*), rate the Jesuits so highly? "Consule scholas Jesuitarum: nihil enim quod in usum venit his melius," *De Aug.*, lib. iv, cap. iv. See, too, a longer passage in first book of *De Aug.* (about end of first  $\frac{1}{4}$ ), "Quæ nobilissima pars priscae disciplinae revocata est aliquatenus, quasi postliminio, in Jesuitarum collegiis; quorum cum intueor industriam solertiamque tam in doctrina excolenda quam in moribus informandis, illud occurrit Agesilai de Pharnabazo, 'Talis cum sis, utinam noster esses.'"



### Importance of the Jesuit Schools.

one hundred years nearly all the foremost men throughout Christendom, both among the clergy and laity, had received the Jesuit training, and in most cases retained for life an attachment to their old masters.

§ 2. About these Jesuit schools—once so celebrated and so powerful, and still existing in great numbers, though little remains of their original importance—there does not seem to be much information accessible to the English reader. I have, therefore, collected the following particulars about them; and refer any one who is dissatisfied with so meagre an account, to the works which I have consulted.\* The Jesuit schools, as I said, still exist, but they did their

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\* (1) Joseph Anton Schmid's "Niedere Schulen der Jesuiten:" Regensburg, 1852. (2) Article by Wagenmann in K. A. Schmid's "Encyclopädie des Erziehungs- und Unterrichtswesens." (3) "Ratio atque Institutio Studiorum Soc. Jesu." The first edition of this work, published at Rome in 1585, was suppressed as heretical, because it contemplated the possibility of differing from St. Thomas Aquinas. The book is now very scarce. There is a copy in the British Museum. On comparing it with the folio edition ("Constitutiones," &c., published at Prag in 1632), I find many omissions in the latter, some of which are curious, e.g., under "De Matrimonio:"—"Matremne an uxorem occidere sit gravius, non est hujus loci." (4) "Parænesis ad Magistros Scholarum Inferiorum Soc. Jesu, scripta a P. Francisco Sacchino, ex eâdem Societate." (5) "Juvencius de Ratione Discendi et Docendi." Crétineau-Joly's "Histoire de la Compagnie de Jésus" (Paris, 1844), I have not made much use of. Sacchini and Jouvency were both historians of the Order. The former died in 1625, the latter in 1719. There is a good sketch of the Jesuit schools, by Andrewes, in Barnard's *American Journal of Education*, vol. xiv, 1864, reprinted in the best book I know of in English on the History of Education, Barnard's *German Teachers*.



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### Society in part educational.

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great work in other centuries ; and I therefore prefer to speak of them as things of the past.\*

§ 3. When the Jesuits were first formally recognized by a Bull of Paul III in 1540, the Bull stated that the Order was formed, among other things, "especially for the purpose of instructing boys and ignorant persons in the Christian religion." But the Society well understood that secular was more in demand than religious learning ; and they offered the more valued instruction, that they might have the opportunity of inculcating lessons which, to the Society at least, were the more valuable. From various Popes they obtained powers for founding schools and colleges, for giving degrees, and for lecturing publicly at universities. Their foundations rapidly extended in the Romance countries, except in France, where they were long in overcoming the opposition of the Regular clergy and of the University of Paris. Over the Teutonic and Slavonic countries they spread their influence first by means of national colleges at Rome, where boys of the different nations were trained as missionaries. But, in time, the Jesuits pushed their camps forward, even into the heart of the enemy's country.

§ 4. The system of education to be adopted in all the Jesuit institutions was settled during the Generalship of Aquaviva. In 1584 that General appointed a School Commission, consisting of six distinguished Jesuits from the various countries of Europe. These spent nearly a year in Rome, in study and consultation ; and the fruit of their

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\* "L'exécution des décrets de 1880 a eu pour résultat la fermeture de leurs collèges. Mais malgré leur dispersion apparente ils sont encore plus puissants qu'on ne le croit, et ce serait une erreur de penser que le dernier mot est d't avec eux."—*Compayré, in Buisson*, ij, p. 1420.

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“Ratio atque Institutio.” *Societas Professa.*

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labours was the ground-work of the *Ratio atque Institutio Studiorum Societatis Jesu*. This, however, did not take its final form till twelve other commissioners had been at work upon it. It was then (1599) revised and approved by Aquaviva and the Fifth and Sixth General Assemblies. By this code the Jesuit schools were governed till 1832, when the curriculum was enlarged so as to include physical science and modern languages.

§ 5. The Jesuits who formed the *Societas Professa*, i.e., those who had taken all the vows, had spent from fifteen to eighteen years in preparation, viz., two years as novices and one as approved scholars, during which they were engaged chiefly in religious exercises, three years in the study of philosophy and mathematics, four years of theology, and, in the case of the more distinguished students, two years more in repetition and private theological study. At some point in this course, mostly after the philosophy, the students were sent, for a while, to teach the “lower studies” to boys.\* The method of teaching was to be learnt in the

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\* According to the article in K. A. Schmid's “Encyclopædie,” the usual course was this—the two years' novitiate was over by the time the youth was between fifteen and seventeen. He then entered a Jesuit college as *Scholasticus*. Here he learnt literature and rhetoric for two years, and then philosophy (with mathematics) for three more. He then entered on his *Regency*, i.e., he went over the same ground as a *teacher*, for from four to six years. Then followed a period of theological study, ending with a year of trial, called the *Tertiorat*. The candidate was now admitted to Priest's Orders, and took the vows either as *professus quatuor votorum*, professed father of four vows, or as a *coadjutor*. If he was then sent back to teach, he gave only the higher instruction. The fourth vow placed him at the disposal of the Pope.

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### The Jesuit teacher : his preparation, &c.

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training schools, called Juvenats,\* one of which was founded in each province.

Few, even of the most distinguished students, received dispensation from giving elementary instruction. Salmeron and Bobadilla performed this duty in Naples, Lainez in Florence, Borgia (who had been Viceroy of Catalonia) in Cordova, Canisius in Cologne.

§ 6. During the time the Jesuit held his post as teacher he was to give himself up entirely to the work. His private studies were abandoned ; his religious exercises shortened. He began generally with the boys in the lowest form, and that he might be able to study the character of his pupils he went up the school with them, advancing a step every year, as in the system now common in Scotland. But some forms were always taught, as the highest is in Scotland, by the same master, who remained a teacher for life.

§ 7. Great care was to be taken that the frequent changes in the staff of masters did not lead to alteration in the conduct of the school. Each teacher was bound to carry on the established instruction by the established methods. All his personal peculiarities and opinions were to be as

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\* Karl Schmidt (Gesch. d. Päd., iij. 199, 200), says that however much teachers were wanted, a two years' course of preparation was considered indispensable. When the Novitiate was over the candidate became a "Junior" (*Gallie* "Juveniste"). He then continued his studies *in literis humanioribus*, preparatory to teaching. When in the "Juvenat" or "Juniorate" he had rubbed up his classics and mathematics, he entered the "Seminary," and two or three times a week he expounded to a class the matter of the previous lecture, and answered questions, &c. For this information I am indebted to the courtesy of Father Eyre (S. J.), of Stonyhurst.

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**Supervision. Maintenance. Lower Schools.**

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much as possible suppressed. To secure this, a rigid system of supervision was adopted, and reports were furnished by each officer to his immediate superior. Over all stood the General of the Order. Next came the Provincial, appointed by the General. Over each college was the Rector, who was appointed (for three years) by the General, though he was responsible to the Provincial, and made his reports to him. Next came the Prefect of Studies, appointed, not by the Rector, but by the Provincial. The teachers were carefully watched both by the Rector and the Prefect of Studies, and it was the duty of the latter to visit each teacher in his class at least once a fortnight, to hear him teach. The other authorities, besides the masters of classes, were usually a House Prefect, and Monitors selected from the boys, one in each form.

§ 8. The school or college was to be built and maintained by gifts and bequests which the Society might receive for this purpose only. Their instruction was always given gratuitously. When sufficient funds were raised to support the officers, teachers, and at least twelve scholars, no effort was to be made to increase them; but if they fell short of this, donations were to be sought by begging from house to house. Want of money, however, was not a difficulty which the Jesuits often experienced.

§ 9. The Jesuit education included two courses of study, *studia superiora et inferiora*. In the smaller colleges only the *studia inferiora* were carried on; and it is to these *lower schools* that the following account mainly refers. The boys usually began this course at ten years old and ended it at sixteen.\*

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\* So says Andrewes (*American Journal of Education*), but other authorities put the age of entrance as high as fourteen. The *studia superiora* were begun before twenty-four.

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**Free instruction. Equality. Boarders.**

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§ 10. The pupils in the Jesuit colleges were of two kinds : 1st, those who were training for the Order, and had passed the Novitiate ; 2nd, the externs, who were pupils merely. When the building was not filled by the first of these (the Scholastici, or *Nostri*, as they are called in the Jesuit writings), other pupils were taken in to board, who had to pay simply the cost of their living, and not even this unless they could well afford it. Instruction, as I said, was gratuitous to all. "Gratis receive, gratis give," was the Society's rule ; so they would neither make any charge for instruction, nor accept any gift that was burdened with conditions.

§ 11. Faithful to the tradition of the Catholic Church, the Society did not estimate a man's worth simply according to his birth and outward circumstances. The Constitutions expressly laid down that poverty and mean extraction were never to be any hindrance to a pupil's admission ; and Sacchini says : "Do not let any favouring of the higher classes interfere with the care of meaner pupils, since the birth of all is equal in Adam, and the inheritance in Christ."\*

§ 12. The externs who could not be received into the building were boarded in licensed houses, which were always liable to an unexpected visit from the Prefect of Studies.

§ 13. The "lower school" was arranged in five classes (since increased to eight), of which the lowest usually had two divisions. Parallel classes were formed wherever the number of pupils was too great for five masters. The names given to the several divisions were as follows :

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\* "Non gratia nobilium officiat culture vulgarium : cum sint natales omnium pares in Adam et hereditates quoque pares in Christo."



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Classes. Curriculum. Latin only used.

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|---------------|---|---------------------|
| 1. Infima     | } | Classis Grammaticæ. |
| 2. Media      |   |                     |
| 3. Suprema    |   |                     |
| 4. Humanitas. |   |                     |
| 5. Rhetorica. |   |                     |

Each was "absolved" in a year, except Rhetorica, which required two years (Stöckl, p. 237).

Jesuits and Protestants alike in the sixteenth and seventeenth centuries thought of little but literary instruction, and that too connected only with Latin and Greek. The subject-matter of the teaching in the Jesuit schools was to be "præter Grammaticam, quod ad Rhetoricam, Poësim et Historiam pertinet," in addition to Grammar, whatever related to Rhetoric, Poetry, and History. Reading and writing the mother-tongue might not be taught without special leave from the Provincial. Latin was as much as possible to supersede all other languages, even in speaking; and nothing else might be used by the pupils in the higher forms on any day but a holiday.\* To gain a supply of Latin words for ordinary use, the pupils committed to memory Latin conversations on general topics, such as Francis Pomey's "Indiculus Universalis" and "Colloquia Scholastica."

§ 14. Although many good school-books were written by the Jesuits, a great part of their teaching was given orally. The master was, in fact, a lecturer, who expounded sometimes a piece of a Latin or Greek author, sometimes the

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\* Even junior masters were not to be much addicted to their own language. "Illud cavendum imprimis juniori magistro ne vernaculis nimium libris indulgeat, præsertim poetis, in quibus maximam temporis ac fortasse morum jacturam faceret."—*Journeux*.

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**Teacher Lectured. Exercises. Saying by heart.**


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rules of grammar. The pupils were required to get up the substance of these lectures, and to learn the grammar-rules and parts of the classical authors by heart. The master for his part had to bestow great pains on the preparation of his lectures.\*

§ 15. Written exercises, translations, &c., were given in on every day, except Saturday; and the master had, if possible, to go over each one with its writer and his appointed rival or *œmulus*.

§ 16. The method of hearing the rules, &c., committed to memory was this:—Certain boys in each class, who were called Decurions, repeated their tasks to the master, and then in his presence heard the other boys repeat theirs. The master meanwhile corrected the written exercises.†

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\* “Multum proderit si magister non tumultuario ac subito dicat, sed quæ domi cogitate scripserit.—It will be a great gain if the master does not speak in a hurry and without forethought, but is ready with what he has thought out and written out in his own room.”—*Ratio Studii*, quoted by Schmid. And Sacchini says: “Ante omnia, quæ quisque docturus est, egregie calleat. Tum enim bene docet, et facile docet, et libenter docet; bene, quia sine errore; facile, quia sine labore; libenter, quia ex pleno . . . Memoriae minimum fidat: instauret eam refricetque iterata lectione utquam quicquam doceat, etiamsi idem sæpe docuerit. Occurret non raro quod addat vel commodius proponat.—Before all things let everyone be thoroughly skilled in what he is going to teach; for then he teaches well, he teaches easily, he teaches readily: well, because he makes no mistakes; easily, because he has no need to exert himself; readily, because, like wealthy men he cares not how he gives. . . . Let him be very distrustful of his memory; let him renew his remembrance and rub it up by repeated reading before he teaches anything, though he may have often taught it before. Something will now and then occur to him which he may add, or put more neatly.”

† In a school (not belonging to the Jesuits) where this plan was adopted, the boys, by an ingenious contrivance, managed to make it

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 Emulation. "Æmuli." Concertations.
 

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§ 17. One of the leading peculiarities in the Jesuits' system was the pains they took to foster emulation—"cōtem ingenii puerilis, calcar industriæ—the whetstone of talent, the spur of industry." For this purpose all the boys in the lower part of the school were arranged in pairs, each pair being rivals (*amuli*) to one another. Every boy was to be constantly on the watch to catch his rival tripping, and was immediately to correct him. Besides this individual rivalry, every class was divided into two hostile camps, called Rome and Carthage, which had frequent pitched battles of questions on set subjects. These were the "Concertations," in which the boys sometimes had to put questions to the opposite camp, sometimes to expose erroneous answers when the questions were asked by the master\* (see Appendix: Class Matches, p. 529). Emulation, indeed, was encouraged to a point where, as it seems to me, it must have endangered the good feeling of the boys among themselves. Jouveny mentions a practice of appointing mock defenders of any particularly bad exercise, who should make the author of it ridiculous by their excuses; and any boy whose work was very discreditable, was placed on a form by himself, with a daily punishment, until he could show that some one deserved to change places with him.

§ 18. In the higher classes a better kind of rivalry was work very smoothly. The boy who was "hearing" the lessons held the book upside down in such a way that the others *read* instead of repeating by heart. The masters finally interfered with this arrangement.

\* Since the above was written, an account of these concertations has appeared in the Rev. G. R. Kingdon's evidence before the Schools Commission, 1867 (vol. v, Answers 12,228 ff.). Mr. Kingdon, the Prefect of Studies at Stonyhurst, mentions that the side which wins in most concertations gets an extra half-holiday.

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“Academies.” Expedients. School-hours.

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cultivated by means of “Academies,” *i.e.*, voluntary associations for study, which met together, under the superintendence of a master, to read themes, translations, &c., and to discuss passages from the classics. The new members were elected by the old, and to be thus elected was a much-coveted distinction. In these Academies the cleverer students got practice for the disputations, which formed an important part of the school work of the higher classes.

§ 19. There was a vast number of other expedients by which the Jesuits sought to work on their pupils’ *amour propre*, such as, on the one hand, the weekly publication of offences *per præconem*, and, on the other, besides prizes (which could be won only by the externs), titles and badges of honour, and the like. “There are,” says Jouvençy, “hundreds of expedients of this sort, all tending to sharpen the boys’ wits, to lighten the labour of the master, and to free him from the invidious and troublesome necessity of punishing.”

§ 20. The school-hours were remarkably short: two hours and a half in the morning, and the same in the afternoon; with a whole holiday a week in summer, and a half holiday in winter. The time was spent in the first form after the following manner:—During the first half-hour the master corrected the exercises of the previous day, while the Decurions heard the lesson which had been learnt by heart. Then the master heard the piece of Latin which he had explained on the previous day. With this construing, was connected a great deal of parsing, conjugating, declining, &c. The teacher then explained the piece for the following day, which, in this form, was never to exceed four lines. The last half-hour of the morning was spent in explaining grammar. This was done very slowly and carefully: in the

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**Method of teaching. An example.**

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words of the *Ratio Stud.*: "Pluribus diebus fere singula præcepta inculcanda sunt"—"Generally take a single rule and drive it in, several days." For the first hour of the afternoon the master corrected exercises, and the boys learnt grammar. If there was time, the master put questions about the grammar he had explained in the morning. The second hour was taken up with more explanations of grammar, and the school closed with half an hour's concertation, or the master corrected the notes which the pupils had taken during the day. In the other forms, the work was very similar to this, except that Greek was added, and also in the higher classes a little mathematics.

§ 21. It will be observed from the above account, that almost all the strength of the Jesuit teaching was thrown into the study of the Latin language, which was to be used, not only for reading, but also in writing and speaking. But under the name of "erudition" some amount of instruction in other subjects, especially in history and geography, was given in explaining, or rather lecturing on, the classical authors. Jouveny says that this lecture must consist of the following parts:—1st, the general meaning of the whole passage; 2nd, the explanation of each clause, both as to the meaning and construction; 3rd, any information, such as accounts of historical events, or of ancient manners and customs, which could be connected with the text; 4th, in the higher forms, applications of the rules of rhetoric and poetry; 5th, an examination of the Latinity; 6th, the inculcation of some moral lesson. This treatment of a subject he illustrates by examples. Among these is an account of a lesson for the first (*i.e.*, lowest) class in the Fable of the Fox and the Mask:—1st, comes the argument and the explanation of words; 2nd, the grammar and parsing, as



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**Attention. Extra work. "Repetitio."**

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*vulpes*, a substantive of the third declension, &c., like *proles*, *clades*, &c. (here the master is always to give among his examples some which the boys already know); 3rd, comes the *eruditio*—something about foxes, about tragedy, about the brain, and hence about other parts of the head; 4th, Latinity, the order of the words, choice of the words, synonyms, &c. Then the sentences may be parodied; other suitable substantives may be found for the adjectives and *vice versâ*; and every method is to be adopted of showing the boys how to *use* the words they have learnt. Lastly, comes the moral.

§ 22. The practical teacher will be tempted to ask, How is the attention of the class to be kept up whilst all this information is given? This the Jesuits did partly by punishing the inattentive. Every boy was subsequently required to reproduce what the teacher had said, and to show his written notes of it. But no doubt this matter of attention was found a difficulty. Jouvency tells the teachers to break off from time to time in their lectures, and to ask questions; and he adds: "*Variae sunt artes excitandæ attentionis quas docebit usus et sua cuique industria suggeret.*"—Very various are the devices for arousing attention. These will occur with practice and pains."

For private study, besides written exercises and learning by heart, the pupils were recommended subjects to get up in their own time; and in this, and also as to the length of some of the regular lessons, they were permitted to decide for themselves. Here, as everywhere, the Jesuits trusted to the sense of honour and emulation—those who did extra work were praised and rewarded.

§ 23. One of the maxims of this system was: "*Repetitio mater studiorum.*" Every lesson was connected with two

### Repetition. Thoroughness.

repetitions—one before it began, of preceding work, and the other at the close, of the work just done. Besides this, one day a week was devoted entirely to repetition. In the three lowest classes the desire of laying a solid foundation even led to the second six months in the year being given to again going over the work of the first six months.\* By this means boys of extraordinary ability could pass through these forms in eighteen months, instead of three years.

§ 23. *Thoroughness* in work was the one thing insisted on. Sacchini says that much time should be spent in going over the more important things, which are “*veluti multorum fontes et capita* (as it were the sources and starting points of many others)”; and that the master should prefer to teach a few things perfectly, to giving indistinct impressions of many things.† We should remember, however, that the pupils of the Jesuits were not *children*. Subjects such as grammar cannot, by any expenditure of time and trouble, be perfectly taught to children, because children cannot perfectly understand them; so that the Jesuit thoroughness is not always attainable.

§ 24. The usual duration of the course in the lower schools was six years—*i.e.*, one year in each of the four

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\* “The grinding over and over of a subject after pupils have attained a fair knowledge of it, is nothing less than stultifying—killing out curiosity and the desire of knowledge, and begetting mechanical habits.” —*Supt. J. Hancock*, Dayton, Ohio. Every teacher of experience knows how true this is.

† “*Stude potius ut pauciora clare distincteque percipiant, quam obscure atque confuse pluribus imbuantur.*—Care rather for their seeing a few things vividly and definitely, than that they should get filled with hazy and confusing notions of many things.” (There are few more valuable precepts for the teacher than *this*.)

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### Yearly examinations. Moral training.

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lower classes, and two years in the highest class. Every year closed with a very formal examination. Before this examination took place, the pupils had lessons in the manner of it, so that they might come prepared, not only with a knowledge of the subjects, but also of the laws of writing for examination ("scribendi ad examen leges"). The examination was conducted by a commission appointed for the purpose, of which commission the Prefect of Studies was an *ex officio* member. The masters of the classes, though they were present, and could make remarks, were not of the examining body. For the *vivâ voce* the boys were ushered in, three at a time, before the solemn conclave. The results of the examination, both written and verbal, were joined with the records of the work done in the past year; and the names of those pupils who had distinguished themselves were then published in order of merit, but the poll was arranged alphabetically, or according to birthplace.

§ 25. As might be expected, the Jesuits were to be very careful of the moral and religious training of their pupils. "Quam maxime in vitæ probitate ac bonis artibus doctrinaque proficiant ad Dei gloriam." (*Ratio Stud.*, quoted by Schmid.) And Sacchini tells the master to remember how honourable his office is; as it has to do, not with grammar only, but also with the science and practice of a Christian and religious life: "atque eo quidem ordine ut ipsa ingenii eruditio sit expolitio morum, et humana literatura divinæ ancilletur sapientiæ."\*

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\* Sacchini writes in a very high tone on this subject. The following passage is striking: "Gravitatem sui muneris summasque opportunitates assidue animo verset (magister). . . . 'Puerilis institutio mundi renovatio est; hæc gymnasia Dei castra sunt, hic honorum omnium semina latent. Video solum fundamentumque republicæ quod

### Care of health. Punishments.

Each lesson was to begin with prayer or the sign of the Cross. The pupils were to hear Mass every morning, and were to be urged to frequent confession and receiving of the Holy Communion. The Father Confessor was always a Jesuit, but he was not a master in the school.

§ 26. The bodily health also was to be carefully attended to. The pupils were not to study too much or too long at a time. Nothing was to be done for a space of from one or two hours after dinner. On holidays excursions were made to farms in the country.\*

§ 27. Punishments were to be as light as possible, and the master was to shut his eyes to offences whenever he thought he might do so with safety. Grave offences were to be visited with corporal punishment, performed by a "corrector," who was not a member of the Order. Where this chastisement did not have a good effect, the pupil was to be expelled.†

multi non videant interpositu terræ.—Let the mind of the master dwell upon the responsibilities of his office and its immense opportunities.

. . . The education of the young is the renovation of the world. These schools are the camp of God : in them lie the seeds of all that is good. There I see the foundation and ground-work of the commonwealth, which many fail to see from its being underground." Perhaps he had read of Trotzendorfs address to a school, "Hail reverend divines, learned doctors, worshipful magistrates, &c."

\* "Circa illorum valetudinem peculiari cura animadvertat (Rector) ut et in laboribus mentis modum servant, et in iis quæ ad corpus pertinent, religiosa commoditate tractentur, ut diutius in studiis perseverare tam in litteris addiscendis quam in eisdem exercendis ad Dei gloriam possint."—*Ratio Stud.*, quoted by Schmid. See also *infra* p. 62.

† The following, from the *Ratio Stud.*, sounds Jesuitical : "Nec publicè puniant flagitia quædam secretiora sed privatim ; aut si publicè, alias obtendant causas, et satis est eos qui plectuntur conscios esse causarum."

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**English want of system.**

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§ 28. The dry details into which I have been drawn by faithfully copying the manner of the *Ratio Studiorum* may seem to the reader to afford no answer to the question which naturally suggests itself—To what did the school-system of the Jesuits owe its enormous popularity? But in part, at least, these details do afford an answer. They show us that the Jesuits were intensely practical. The *Ratio Studiorum* hardly contains a single principle; but what it does is this—it points out a perfectly attainable goal, and carefully defines the road by which that goal is to be approached. For each class was prescribed not only the work to be done, but also the end to be kept in view. Thus method reigned throughout—perhaps not the best method, as the object to be attained was assuredly not the highest object—but the method, such as it was, was applied with undeviating exactness. In this particular the Jesuit schools contrasted strongly with their rivals of old, as indeed with the ordinary school of the present day. The Head Master, who is to the modern English school what the General, Provincial, Rector, Prefect of Studies, and *Ratio Studiorum* combined were to a school of the Jesuits, has perhaps no standard in view up to which the boy should have been brought when his school course is completed.\* The masters of forms teach just those portion of their subject in which they themselves are interested, in any way that occurs to them, with by no means uniform success; so that when two forms are examined with the same examination paper, it is no very uncommon occurrence for the lower to be found

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\* As the Public Schools Commission pointed out, the Head Master often thinks of nothing but the attainment of University honours, even when the great majority of his pupils are not going to the University.



### Jesuit limitations.

superior to the higher. It is, perhaps, to be expected that a course in which uniform method tends to a definite goal would on the whole be more successful than one in which a boy has to accustom himself by turns to half-a-dozen different methods, invented at haphazard by individual masters with different aims in view, if indeed they have any aim at all.

§ 29. I have said that the object which the Jesuits proposed in their teaching was not the highest object. They did not aim at developing *all* the faculties of their pupils, but mainly the receptive and reproductive faculties. When the young man had acquired a thorough mastery of the Latin language for all purposes, when he was well versed in the theological and philosophical opinions of his preceptors, when he was skilful in dispute, and could make a brilliant display from the resources of a well-stored memory, he had reached the highest point to which the Jesuits sought to lead him.\* Originality and independence of mind, love of truth

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\* The advantages of learning by heart are twofold, says Sacchini : "Primum memoriam ipsam perficiunt, quod est in totam ætatem ad universa negotia inestimabile commodum. Deinde suppellectilem inde pulcherrimam congregant verborum ac rerum : quæ item, quamdiu vivant, usui futura sit : cum quæ ætate illa insederint indelebilia soleant permanere. Magnam itaque, ubi adoleverint, gratiam Præceptorum habebunt, cui memorie debebunt profectum, magnamque lætitiâ capient invenientes quodammodo domi thesaurum quem, in ætate ceteroquid parum fructuosa, prope non sentientes parârunt. Enim vero quam sæpe viros graves atque præstantes magnoque jam natu videre et audire est, dum in docta ac nobili corona jucundissime quædam promunt ex iis quæ pueri condiderunt ?—First, they strengthen the memory itself and so gain an inestimable advantage in affairs of every kind throughout life. Then they get together by this means the fairest furniture for the mind, both of thoughts and words, a stock that will be of use to them as long as they live, since that which settles in the mind in youth mostly stays there. And when the lads have grown up they will feel gratitude to

### Gains from memorizing.

for its own sake, the power of reflecting, and of forming correct judgments were not merely neglected—they were suppressed in the Jesuits' system. But in what they attempted they were eminently successful, and their success went a long way towards securing their popularity.\*

the master to whom they are indebted for their good memory ; and they will take delight in finding within them a treasure which at a time of life otherwise unfruitful they have been preparing almost without knowing it. How often we see and hear eminent men far advanced in life, when in learned and noble company, take a special delight in quoting what they stored up as boys !” The master, he says, must point out to his pupils the advantages we derive from memory ; that we only know and possess that which we retain, that this cannot be taken from us, but is with us always and is always ready for use, a living library, which may be studied even in the dark. Boys should therefore be encouraged to run over in their minds, or to say aloud, what they have learnt, as often as opportunity offers, as when they are walking or are by themselves : “*Ita numquam in otio futuros otiosos ; ita minus fore solos cum soli erunt, consuetudine fruente sapientum. . . . Denique curandum erit ut selecta quedam ediscant quæ deinde in quovis studiorum genere ac vita fere omni usui sint futura.*—So they will never be without employment when unemployed, never less alone than when alone, for then they profit by intercourse with the wise. . . . To sum up, take care that they thoroughly commit to memory choice selections which will for ever after be of use to them in every kind of study, and nearly every pursuit in life. —(Cap. viij.) This is interesting and well put, but we see one or two points in which we have now made an advance. Learning by heart will give none of the advantages mentioned unless the boys understand the pieces and delight in them. Learning by heart strengthens, no doubt, a faculty, but nothing large enough to be called “the memory.” And the Renaissance must indeed have blinded the eyes of the man to whom childhood and youth seemed an “*ætas parum fructuosa*” ! Similarly, Sturm speaks of the small fry “*qui in extremis latent classibus.*” (Quoted by Parker.) But when Pestalozzi and Froebel came these lay hid no longer.

\* Ranke, speaking of the success of the Jesuit schools, says : “It

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### Popularity. Kindness.

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§ 30. Their popularity was due, moreover, to the means employed, as well as to the result attained. The Jesuit teachers were to *lead*, not drive their pupils, to make their learning, not merely endurable, but even acceptable, "*disciplinam non modo tolerabilem, sed etiam amabilem.*" Sacchini expresses himself very forcibly on this subject. "It is," says he, "the unvarying decision of wise men, whether in ancient or modern times, that the instruction of youth will be always best when it is pleasantest: whence this application of the word *ludus*. The tenderness of youth requires of us that we should not overstrain it, its innocence that we should abstain from harshness. . . . That which enters into willing ears the mind as it were runs to welcome, seizes with avidity, carefully stows away, and faithfully preserves."\* The pupils were therefore to be encouraged in every way to take kindly to their learning. With this end in view (and no doubt other objects also),

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was found that young persons learned more under them in half a year than with others in two years. Even Protestants called back their children from distant schools, and put them under the care of the Jesuits."—*Hist. of Popes*, book v, p. 138. Kelly's Trans.

In France, the University in vain procured an *arrêt* forbidding the Parisians to send away their sons to the Jesuit colleges: "Jesuit schools enjoyed the confidence of the public in a degree which placed them beyond competition." (Pattison's *Casaubon*, p. 182.)

Pattison remarks elsewhere that such was the common notion of the Jesuits' course of instruction that their controversialists could treat anyone, even a *Casaubon*, who had not gone through it, as an uneducated person.

\* "*Sapientum hoc omnium seu veterum seu recentum constans iudicium est, institutionem puerilem tum fore optimam cum jucundissima fuerit, inde enim et ludum vocari. Meretur ætatis teneritas ut ne oneretur: meretur innocentia ut ei parcatur . . . Quæ libentibus auribus instillantur, ad ea velut occurrit animus, avide suscipit, studiosè recondit, fideliter servat.*"

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### Sympathy with each pupil.

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the masters were carefully to seek the boys' affections. "When pupils love the master," says Sacchini, "they will soon love his teaching. Let him, therefore, show an interest in everything that concerns them and not merely in their studies. Let him rejoice with those that rejoice, and not disdain to weep with those that weep. After the example of the Apostle let him become a little one amongst little ones, that he may make them adult in Christ, and Christ adult in them . . . Let him unite the grave kindness and authority of a father with a mother's tenderness."\*

§ 31. In order that learning might be pleasant to the pupils, it was necessary that they should not be overtaken. To avoid this, the master had to study the character and capacity of each boy in his class, and to keep a book with all particulars about him, and marks from one to six indicating proficiency. Thus the master formed an estimate of what should be required, and the amount varied considerably with the pupil, though the quality of the work was always to be good.

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\* "Conciliabit faciliè studiis quos primum sibi conciliârit. Det itaque omnem operam illorum erga se observantionem ut sapienter colligat et continenter enutriet. Ostendat, sibi res eorum curæ esse non solum quæ ad animum sed etiam quæ ad alia pertinent. Gaudeat cum gaudentibus, nec dedignetur flere cum flentibus. Instar Apostoli inter parvulos parvulus fiat quo magnos in Christo et magnum in eis Christum efficiat . . . Seriam comitatem et paternam gravitatem cum materna benignitate permisceat." Unfortunately, the Jesuits' kind manner loses its value from being due not so much to kind feeling as to some ulterior object, or to a rule of the Order. I think it is Jouvency who recommends that when a boy is absent from sickness or other sufficient reason, the master should send daily to inquire after him, *because the parents will be pleased by such attention*. When the motive of the inquiry is suspected, the parents will be pleased no longer.

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**Work moderate in amount and difficulty.**

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§ 32. Not only was the work not to be excessive, it was never to be of great difficulty. Even the grammar was to be made as easy and attractive as possible. "I think it a mistake" says Sacchini, "to introduce at an early stage the more thorny difficulties of grammar: . . . for when the pupils have become familiar with the earlier parts, use will, by degrees, make the more difficult clear to them. His mind expanding and his judgment ripening as he grows older the pupil will often see for himself that which he could hardly be made to see by others. Moreover, in reading an author, examples of grammatical difficulties will be more easily observed in connection with the context, and will make more impression on the mind, than if they are taught in an abstract form by themselves. Let them then, be carefully explained whenever they occur."\*

§ 33. Perhaps no body of men in Europe (the Thugs may, in this respect, rival them in Asia) have been so hated as the Jesuits. I once heard Frederick Denison Maurice say he thought Kingsley could find good in every one except the Jesuits, and, he added, he thought *he* could find good even in them. But why should a devoted Christian find a difficulty in seeing good in the Jesuits, a body of men whose devotion to their idea of Christian duty has never

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\* "Errorem existimo statim initio spinosiores quasdam grammaticæ difficultates inculcare . . . cum enim planioribus insueverint difficiliora paulatim usus explanabit. Quin et capacior subinde mens ac firmiter cum ætate iudicium, quod alio monstrante penègre unquam percipisset per sese non raro intelliget. Exempla quoque talium rerum dum prælegitur autor facilius in orationis contextu agnoscentur et penetrabunt in animos quam si solitaria et abscissa proponantur. Quamobrem faciendum erit ut quoties occurrunt diligenter enuncientur."



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### The Society the Army of the Church.

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been surpassed?\*

The difficulty arose from differences in ideal. Both held that the ideal Christian would do everything "to the greater glory of God," or as the Jesuits put it in their business-like fashion, "A.M.D.G.," (*i.e., ad maiorem Dei gloriam*). But Maurice and Kingsley thought of a divine idea for every man. The Jesuits' idea lost sight of the individual. Like their enemy, Carlyle, the Jesuits in effect worshipped strength, but Carlyle thought of the strength of the individual, the Jesuits of the strength of "the Catholic Church." "The Catholic Church" was to them the manifested kingdom of God. Everything therefore that gave power to the Church tended "A.M.D.G." The Company of Jesus was the regular army of the Church, so, arguing logically from their premises, they made the glory of God and the success of the Society convertible terms.

§ 34. Thus their conception was a purely military conception. A commander-in-chief, if he were an ardent patriot and a great general, would do all he could to make the army powerful. He would care much for the health, morals, and training of the soldiers, but always with direct reference to the army. He would attend to everything that made a man a better soldier; beyond this he would not concern himself. In his eyes the army would be everything, and a soldier nothing but a part of it, just as a link is only a part of a chain. Paulsen, speaking of the Jesuits, says truly that no great organization can exist without a root idea. The root idea of the army is the sacrifice and annihilation of the individual, that the body may be fused together and

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\* See, *e.g.*, marvellous instances of their self-devotion in that most interesting book, Francis Parkman's *Jesuits in N. America* (Boston, Little & Co., 10th edition, 1876).

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### Their pedagogy not disinterested.

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so gain a strength greater than that of any number of individuals. Formed on this idea the army acts all together and in obedience to a single will, and no mob can stand its charge. Ignatius Loyola and succeeding Generals took up this idea and formed an army for the Church, an army that became the wonder and the terror of all men. Never, as Compayré says, had a body been so sagaciously organized, or had wielded so great resources for good and for evil.\* (See Buisson, ij, 1419.)

§ 35. To the English schoolmaster the Jesuits must always be interesting, if for no other reason at least for this—that they were so intensely practical. “*Les Jésuites ne sont pas des pédagogues assez désintéressés pour nous plaire.*”—The Jesuits as schoolmasters,” says M. Compayré, “are not disinterested enough for us.” (Buisson, sub v. *Jésuites*, ad f.). But disinterested pedagogy is not much to the mind of the Englishman. It does not seem to know quite what it would be after, and deals in generalities, such as “Education is not a means but an end;” and the end being somewhat indefinite, the means are still more wanting in precision. This vague-

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\* I have referred to Francis Parkman, who has chronicled the marvellous self-devotion and heroism of the Jesuit missionaries in Canada. Such a witness may be trusted when he says: “The Jesuit was as often a fanatic for his Order as for his faith; and oftener yet, the two fanaticisms mingled in him inextricably. Ardently as he burned for the saving of souls, he would have none saved on the Upper Lakes except by his brethren and himself. He claimed a monopoly of conversion with its attendant monopoly of toil, hardships, and martyrdom. Often disinterested for himself, he was inordinately ambitious for the great corporate power in which he had merged his own personality; and here lies one of the causes, among many, of the seeming contradictions which abound in the annals of the Order.”—*The Discovery of the Great West*, by F. Parkman, London, 1869, p. 28.

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**Practical. The forces: I. Master's influence.**


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ness is what the English master hates. He prefers not to trouble himself about the end. The wisdom of his ancestors has settled that, and he can direct his attention to what really interests him—the practical details. In this he resembles the Jesuits. The end has been settled for them by their founder. They revel in practical details, in which they are truly great, and here we may learn much from them. "*Ratio* applied to studies" says Father Eyre,\* "more naturally means *Method* than *Principle*; and our *Ratio Studiorum* is essentially a Method or System of teaching and learning." Here is a method that has been worked uniformly and with singular success for three centuries, and can still give a good account of its old rivals. But will it hold its own against the late Reformers? As regards intellectual training the new school seeks to draw out the faculties of the young mind by employing them on subjects in which it is *interested*. The Jesuits fixed a course of study which, as they frankly recognized, could not be made interesting. So they endeavoured to secure accuracy by constant repetition, and relied for industry on two motive powers: 1st, the personal influence of the master; and, 2nd, "the spur of industry"—emulation.

§ 36. To acquire "influence" has ever been the main object of the Society, and his devotion to this object makes a great distinction between the Jesuit and most other instructors. His notion of the task was thus expressed by Father Gerard, S. J., at the Educational Conference of 1884: "Teaching is an art amongst arts. To be worthy of the name it must be the work of an individual upon individuals. The true teacher must understand, appreciate, and sympa-

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\* In a letter dated from Stonyhurst, 22nd April, 1880.

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2. Emulation.

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thize with those who are committed to him. He must be daily discovering what there is (and undoubtedly there is something in each of them) capable of fruitful development, and contriving how better to get at them and to evoke whatever possibilities there are in them for good." The Jesuit master, then, tried to gain influence over the boys and to use that influence for many purposes; to make them work well being one of these, but not perhaps the most important.

§ 37. As for emulation, no instructors have used it so elaborately as the Jesuits. In most English schools the prizes have no effect whatever except on the first three or four boys, and the marking is so arranged that those who take the lead in the first few lessons can keep their position without much effort. This clumsy system would not suit the Jesuits. They often for prize-giving divide a class into a number of small groups, the boys in each group being approximately equal, and a prize is offered for each group. The class matches, too, stimulate the weaker pupils even more than the strong.

§ 38. In conclusion, I will give the chief points of the system in the words of one of its advocates and admirers, who was himself educated at Stonyhurst:

"Let us now try to put together the various pieces of this school machinery and study the effect. We have seen that the boys have masters entirely at their disposition, not only at class time, but at recreation time after supper in the night Reading Rooms. Each day they record victory or defeat in the recurring exercises or themes upon various matters. By the quarterly papers or examinations in composition, for which nine hours are assigned, the order of merit is fixed, and this order entails many little privileges and precedencies, in chapel, refectory, class room, and

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### A pupil's summing-up.

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elsewhere. Each master, if he prove a success and his health permit, continues to be the instructor of the boys in his class during the space of six years. 'It is obvious,' says Sheil, in his account of Stonyhurst, 'that much of a boy's acquirements, and a good deal of the character of his taste, must have depended upon the individual to whose instructions he was thus almost exclusively confined.' And in many cases the effects must be a greater interest felt in the students by their teachers, a mutual attachment founded on long acquaintance, and a more thorough knowledge, on the part of the master, of the weak and strong points of his pupils. Add to the above, the 'rival' and 'side' system, the effect of challenges and class combats; of the wearing of decorations and medals by the Imperators on Sundays, Festival Days, Concertation Days, and Examination Days; of the extraordinary work—done much more as *private* than as *class* work—helping to give individuality to the boy's exertions, which might otherwise be merged in the routine work of the class; and the 'free time' given for improvement on wet evenings and after night prayers; add the Honours Matter; the Reports read before the Rector and all subordinate Superiors, the Professors, and whole body of Students; add the competition in each class and between the various classes, and even between the various colleges in England of the Society; and only one conclusion can be arrived at. It is a system which everyone is free to admire or think inferior to some other preferred by him; but it is a system." (*Stonyhurst College, Present and Past*, by A. Hewitson, 2nd edition, 1878, pp. 214, ff.)

§ 39. Yes, it *is* a system, a system built up by the united efforts of many astute intellects and showing marvellous



## Some books.

skill in selecting means to attain a clearly conceived end. There is then in the history of education little that should be more interesting or might be more instructive to the master of an English public school than the chapter about the Jesuits.\*

\* The best account I have seen of life in a Jesuit school is in *Erinnerungen eines ehemaligen Jesuitensöglings* (Leipzig, Brockhaus, 1862). The writer (Köhler ?) says that he has become an evangelical clergyman, but there is no hostile feeling shown to his old instructors, and the narrative bears the strongest internal evidence of accuracy. Some of the Jesuit devices mentioned are very ingenious. All house masters who have adopted the cubicle arrangement of dormitories know how difficult it is to keep the boys in their own cubicles. The Jesuits have the cubicles barred across at the top, and the locks on the doors are so constructed that though they can be opened from the inside *they cannot be shut again*. The Fathers at Freiburg (in Breisgau) opened a "tuck-shop" for the boys, and gave "week's-pay" in counters which passed at their own shop and nowhere else. The author speaks warmly of the kindness of the Fathers and of their care for health and recreation. But their ways were inscrutable and every boy felt himself in the hands of a *human* providence. As the boys go out for a walk, one of them is detained by the porter, who says "the Rector wants to speak to you." On their way back the boys meet a diligence in which sits their late comrade waving adieus. *He has been expelled*.

Another book which throws much light on Jesuit pedagogy is by a Jesuit—*La Discipline*, par le R. P. Emmanuel Barbier (Paris, V. Palmé, 2nd edition, 1888). I will give a specimen in a loose translation, as it may interest the reader to see how carefully the Jesuits have studied the master's difficulties. "The master in charge of the boys, especially in play-time, in his first intercourse with them, has no greater snare in his way than taking his power for granted, and trusting to the strength of his will and his knowledge of the world, especially as he is at first lulled into security by the deferential manner of his pupils.

"That master who goes off with such ease from the very first, to whom the carrying out of all the rules seems the simplest thing in the world, who in the very first hour he is with them has already made himself

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Barbier's advice to new master.

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liked, almost popular, with his pupils, who shows no more anxiety about his work than he must show to keep his character for good sense, that master is indeed to be pitied ; he is most likely a lost man. He will soon have to choose one of two things, either to shut his eyes and put up with all the irregularities he thought he had done away with, or to break with a past that he would wish forgotten, and engage in open conflict with the boys who are inclined to set him at defiance. These cases are we trust rare. But many believe with a kind of rash ignorance and in spite of the warnings of experience that the good feelings of their pupils will work together to maintain their authority. They have been told that this authority should be mild and endeared by acts of kindness. So they set about crowning the edifice without making sure of the foundations ; and taking the title of authority for its possession they spend all their efforts in lightening a yoke of which no one really bears the weight.

"In point of fact the first steps often determine the whole course. For this reason you will attach extreme importance to what I am now going to advise :

"The chief characteristic in your conduct towards the boys during the first few weeks should be *an extreme reserve*. However far you go in this, you can hardly overdo it. So your first attitude is clearly defined.

"You have everything to observe, the individual character of each boy and the general tendencies and feelings of the whole body. But be sure of one thing, viz., that *you* are observed also, and a careful study is made both of your strong points and of your weak. Your way of speaking and of giving orders, the tone of your voice, your gestures, disclose your character, your tastes, your failings, to a hundred boys on the alert to pounce upon them. One is summed up long before one has the least notion of it. Try then to remain impenetrable. You should never give up your reserve till you are master of the situation.

"For the rest, let there be no affectation about you. Don't attempt to put on a severe manner ; answer politely and simply your pupils' questions, but let it be in few words, and *avoid conversation*. All depends on that. Let there be no chatting with them in these early days. You cannot be too cautious in this respect. Boys have such a polite, such a taking way with them in drawing out information about your impressions, your tastes, your antecedents ; don't attempt the

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Rabelais' ideal. A new start.

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manner, and more command of language than could ever have been obtained by the old method.

We are then introduced to the model pupil. The end of education has been declared to be *sapiens et eloquens pietas*; and we find that though Rabelais might have substituted knowledge for piety, he did care for piety, and valued very highly both wisdom and eloquence. The eloquent Roman was the ideal of the Renaissance, and Rabelais' model pupil expresses himself "with gestures so proper, pronunciation so distinct, a voice so eloquent, language so well turned *and in such good Latin* that he seemed rather a Gracchus, a Cicero, an Æmilius of the time past than a youth of the present age."

§ 4. So a Renaissance tutor is appointed for Gargantua and administers to him a potion that makes him forget all he has ever learned. He then puts him through a very different course. Like all wise instructors he first endeavours to secure the will of the pupil. He allows Gargantua to go the accustomed road till he can convince him it is the wrong one. This seems to me a remarkable proof of wisdom. How often does the "new master" break abruptly with the past, and raise the opposition of the pupil by dispraise of all he has already done! By degrees Ponocrates, the model tutor, inspired in his pupil a great desire for improvement. This he did by bringing him into the society of learned men, who filled him with ambition to be like them. Thereupon Gargantua "put himself into such a train of study that he lost not any hour in the day, but employed all his time in learning and honest knowledge." The day was to begin at 4 a.m., with reading of "some enter of the Holy Scripture, and oftentimes he gave to revere, adore, pray, and send up his supplications

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Religion. Study of Things.

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to that good God, whose word did show His majesty and marvellous judgments." This is the only hint we get in this part of the book on the subject of religious or moral education : the training is directed to the intellect and the body.

§ 5. The remarkable feature in Rabelais' curriculum is this, that it is concerned mainly with *things*. Of the Seven Liberal Arts of the Middle Ages, the first three were purely formal: grammar, logic, rhetoric ; while the following course : arithmetic, geometry, astronomy, and music, were not. The effect of the Renaissance was to cause increasing neglect of the Quadrivium, but Rabelais cares for the Quadrivium only ; Gargantua studies arithmetic, geometry, astronomy, and music, and the Trivium is not mentioned. Great use is made of books and Gargantua learned them by heart ; but all that he learned he at once "applied to practical cases concerning the estate of man." It was the substance of the reading, not the form, that was thought of. At dinner "if they thought good they continued reading or began to discourse merrily together ; speaking first of the virtue, propriety, efficacy, and nature of all that was served in at that table ; of bread, of wine, of water, of salt, of flesh, fish, fruits, herbs, roots, and of their dressing. By means whereof he learned in a little time all the passages that on these subjects are to be found in Pliny, Athenæus, &c. Whilst they talked of these things, many times to be more certain they caused the very books to be brought to the table ; and so well and perfectly did he in his memory retain the things above said, that in that time there was not a physician that knew half so much as he did." Again, out of doors he was to observe trees and plants, and "compare them with what is written of them in the books of the ancients, such as Theo-

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“*Anschaung.*” Hand-work. Books and Life.

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phrastus, Dioscorides, &c.” Here again, actual realism was to be joined with verbal realism, for Gargantua was to carry home with him great handfuls for herborising. Rabelais even recommends studying the face of the heavens at night, and then observing the change that has taken place at 4 in the morning. So he seems to have been the first writer on education (and the first by a long interval), who would teach about things by observing the things themselves. It was this *Anschaungs-prinzip*—use of sense-impressions—that Pestalozzi extended and claimed as his invention two centuries and a half later. Rabelais also gives a hint of the use of hand-work as well as head-work. Gargantua and his fellows “did recreate themselves in bottling hay, in cleaving and sawing wood, and in threshing sheaves of corn in the barn. They also studied the art of painting or carving.” The course was further connected with life by visits to the various handicraftsmen, in whose workshops “they did learn and consider the industry and invention of the trader.”

Thus, even in the time of the Renaissance, Rabelais saw that the life of the intellect might be nourished by many things besides books. But books were still kept in the highest place. Even on a holiday, which occurred on some fine and clear day once a month, “though spent without books or lecture, yet was the day not without profit; for in the meadows they repeated certain pleasant verses of Virgil’s *Agriculture*, of Hesiod, of Politian’s *Husbandry*.” They also turned Latin epigrams into French *rondeaux*.

This course of study, “although at first it seemed difficult, yet soon became so sweet, so easy, and so delightful, that it seemed rather the recreation of a king than the study of a scholar.”



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### Training the body.

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In preferring the Quadrivial studies to the Trivial, and still more in his use of actual things, Rabelais separates himself from all the teachers of his time.

§ 6. Very remarkable too is the attention he pays to physical education. A day does not pass on which Gargantua does not gallantly exercise his body as he has already exercised his mind. The exercises prescribed are very various, and include running, jumping, swimming, with practice on the horizontal bar and with dumb-bells, &c. But in one respect Rabelais seems behind our own writer, Richard Mulcaster. Mulcaster trained the body simply with a view to health. Rabelais is thinking of the gentleman, and all his physical exercises are to prepare him for the gentleman's occupation, war. The constant preparation for war had a strong and in some respects a very beneficial influence on the education of gentlemen in the fifteen and sixteen hundreds, as it has had on that of the Germans in the eighteen hundreds. But to be ready to slaughter one's fellow creatures is not an ideal aim in education; and besides this, one half of the human race can never (as far as we can judge at present) be affected by it. We therefore prefer the physical training recommended by the Englishman.

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Mr. Walter Besant by his *Readings in Rabelais* (Blackwood, 1883), has put Rabelais' wit and wisdom where we can get at most of it without searching in the dung-hill. But he has unfortunately omitted Gargantua's letter to Pantagruel at Paris (book ij, chap. 8), where we get the curriculum as proposed by Rabelais, a chapter in which no scavenger is needed.

I will give some extracts from it:—

“Although my deceased father of happy memory, Grangousier, had bent his best endeavours to make me profit in all perfection and political knowledge, and that my labour and study was fully correspondent to, yea, went beyond his desire; nevertheless, the time then was not

## Rabelais' Curriculum.

so proper and fit for learning as it is at present, neither had I plenty of such good masters as thou hast had ; for that time was darksome, obscured with clouds of ignorance and savouring a little of the infelicity and calamity of the Goths, who had, wherever they set footing, destroyed all good literature, which in my age hath by the Divine Goodness been restored unto its former light and dignity, and that with such amendment and increase of knowledge that now hardly should I be admitted unto the first form of the little grammar school boys (*des petits grimaulx*) : I say, I, who in my youthful days was (and that justly) reputed the most learned of that age. Now it is that the old knowledges (*disciplines*) are restored, the languages revived. Greek (without which it is a shame for any one to call himself learned), Hebrew, Chaldee, Latin. Printing (*Des impressions*) too, so elegant and exact, is in use, which in my day was invented by divine inspiration, as cannon were by suggestion of the devil. All the world is full of men of knowledge, of very learned teachers, of large libraries ; so that it seems to me that neither in the age of Plato, nor of Cicero, nor of Papinian was there such convenience for studying as there is now. I see the robbers, hangmen, adventurers, ostlers of to-day more learned than the doctors and the preachers of my youth. Why, women and girls have aspired to the heavenly manna of good learning . . . I mean you to learn the languages perfectly first of all, the Greek as Quintilian wishes, then the Latin, then Hebrew for the Scriptures, and Chaldee and Arabic at the same time ; and that thou form thy style in Greek on Plato, in Latin on Cicero. Let there be no history which thou hast not ready in thy memory, in which cosmography will aid thee. Of the Liberal Arts, geometry, arithmetic, music, I have given thee a taste when thou wast still a child, at the age of five or six [Pantagruel was a giant, we must remember] ; carry them on ; and know'st thou all the rules of astronomy ? Don't touch astrology for divination and the art of Lullius, which are mere vanity. In the civil law thou must know the five texts by heart . . . As for knowledge of the works of Nature, I would have thee devote thyself to them so that there may be no sea, river, or spring of which thou knowest not the fishes ; all the birds of the air, all the trees, forest or orchard, all the herbs of the field, all the metals hid in the bowels of the earth, all the precious stones of the East and the South, let nothing be unknown to thee.

"Then turn again with diligence to the books of the Greek physicians,

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Study of Scripture. Piety.

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and the Arabs, and the Latin, without despising the Talmudists and the Cabalists ; and by frequent dissections acquire a perfect knowledge of the other world, which is Man. And some hours a-day begin to read the Sacred Writings, first in Greek the New Testament and Epistles of the Apostles ; then in Hebrew the Old Testament. In brief, let me see thee an abyss and bottomless pit of knowledge, for from henceforth as thou growest great and becomest a man thou must part from this tranquillity and rest of study . . . And because, as Solomon saith, wisdom entereth not into a malicious mind, and science without conscience is but the ruin of the soul, thou shouldst serve, love, and fear God, and in Him centre all thy thoughts, all thy hope ; and by faith rooted in charity be joined to Him, so as never to be separated from Him by sin."

The influence of Rabelais on Montaigne, Locke, and Rousseau has been well traced by Dr. F. A. Arnstädt. (*François Rabelais*, Leipzig, Barth, 1872.)

## VI.

## MONTAIGNE.

(1533-1592.)

§ 1. THE learned ideal established by the Renaissance was accepted by Rabelais, though he made some suggestions about *Realien*\* that seem to us much in advance of it. When he quotes the saying "Magis magnos clericos non sunt magis magnos sapientes" ("the greatest clerks are not the greatest sages"), this singular piece of Latinity is appropriately put into the mouth of a monk, who represents everything the Renaissance scholars despised. In Montaigne we strike into a new vein of thought, and we find that what the monk alleges in defence of his ignorance the cultured gentleman adopts as the expression of an important truth.

§ 2. We ordinary people see truths indeed, but we see them indistinctly, and are not completely guided by them.

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\* I am sorry to use a German word, but educational matters have been so little considered among us that we have no English vocabulary for them. The want of a word for *Realien* was felt over 200 years ago. "Repositories for *visibles* shall be prepared by which from beholding the things gentlewomen may learn the names, natures, values, and use of herbs, shrubs, trees, mineral-juices (*sic*), metals, and stones." (*Essay to Revive the Antient Education of Gentlewomen*. London, 1672.)



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Writers and doers. Montaigne v. Renascence.

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It is reserved for men of genius to see truths, some truths that is, often a very few, with intense clearness. Some of these men have no great talent for speech or writing, and they try to express the truths they see, not so much by books as by action. Such men in education were Comenius, Pestalozzi, and Froebel. But sometimes the man of genius has a great power over language, and then he finds for the truths he has seen, fitting expression, which becomes almost as lasting as the truths themselves. Such men were Montaigne and Rousseau. If the historian of education is asked "What did Montaigne do?" he will answer "Nothing." "What did Froebel say?" "He said a great deal, but very few people can read him and still fewer understand him." Both, however, are and must remain forces in education. Montaigne has given to some truths imperishable form in his *Essays*, and Froebel's ideas come home to all the world in the Kindergarten.

§ 3. The ideal set up by the Renascence attached the highest importance to learning. Montaigne maintained that the resulting training *even at its best* was not suited to a gentleman or man of action. Virtue, wisdom, and intellectual activity should be thought of before learning. Education should be first and foremost the development and exercise of faculties. And even if the acquirement of knowledge is thought of, Montaigne maintains that the pedants do not understand the first conditions of knowledge and give a semblance not the true thing.—"*Il ne faut pas attacher le savoir à l'âme, il faut l'incorporer.*"—Knowledge cannot be fastened on to the mind; it must become part and parcel of the mind itself."\*

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\* See the very interesting *Essay on Montaigne* by Dean R. W. Church.



### Character before knowledge. True knowledge.

Here then we have two separate counts against the Renaissance education :

1st.—Knowledge is not the main thing.

2nd.—True knowledge is something very different from knowing by heart.

§ 4. It is a pity Montaigne's utterances about education are to be found in English only in the complete translation of his essays. Seeing that a good many millions of people read English, and are most of them concerned in education, one may hope that some day the sayings of the shrewd old Frenchman may be offered them in a convenient form.

§ 5. Here are some of them : "The evil comes of the foolish way in which our [instructors] set to work ; and on the plan on which we are taught no wonder if neither scholars nor masters become more able, whatever they may do in becoming more learned. In truth the trouble and expense of our fathers are directed only to furnish our heads with knowledge : not a word of judgment or virtue. Cry out to our people about a passer-by, 'There's a learned man !' and about another 'There's a good man !' they will be all agog after the learned man, and will not look at the good man. One might fairly raise a third cry : 'There's a set of hum-skulls !' We are ready enough to ask 'Does he know Greek or know Latin ? Does he write verse or write prose ?' But whether he has become wiser or better should be the first question, and that is always the last. We ought to find out, not who knows *most* but who knows *best*." (I, chap. 24, *Du Pédantisme*, page or two beyond *Odi homines*.)

§ 6. The true educators, according to Montaigne, were the Spartans, who despised literature, and cared only for character and action. At Athens they thought about words,

### Athens and Sparta. Wisdom before knowledge.

at Sparta about things. At Athens boys learnt to speak well, at Sparta to do well : at Athens to escape from sophistical arguments, and to face all attempts to deceive them ; at Sparta to escape from the allurements of pleasure, and to face the slings and arrows of outrageous fortune, even death itself. In the one system there was constant exercise of the tongue, in the other of the soul. "So it is not strange that when Antipater demanded of the Spartans fifty children as hostages they replied they would sooner give twice as many grown men, such store did they set by their country's training." (*Du Pédantisme*, ad f.)

§ 7. It is odd to find a man of the fifteen hundreds who quotes from the old authors at every turn, and yet maintains that "we lean so much on the arm of other people that we lose our own strength." The thing a boy should learn is not what the old authors say, but "what he himself ought to do when he becomes a man." Wisdom, not knowledge ! "We may become learned from the learning of others ; wise we can never be except by our own wisdom." (Bk. j, chap. 24).

§ 8. So entirely was Montaigne detached from the thought of the Renaissance that he scoffs at his own learning, and declares that true learning has for its subject, not the past or the future, but the present. "We are truly learned from knowing the present, not from knowing the past any more than the future." And yet "we toil only to stuff the memory and leave the conscience and the understanding void. And like birds who fly abroad to forage for grain bring it home in their beak, without tasting it themselves, to feed their young, so our pedants go picking knowledge here and there out of several authors, and hold it at their tongue's end, only to spit it out and distribute it amongst

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### Knowing, and knowing by heart.

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their pupils." (*Du Pédantisme*.) "We are all richer than we think, but they drill us in borrowing and begging, and lead us to make more use of other people's goods than of our own."\* (Bk. iij, chap. 12, *De la Physionomie*, beg. of 3rd paragraph).

§ 9. So far Montaigne. What do we schoolmasters say to all this? If we would be quite candid I think we must allow that, after reading Montaigne's essay, we put it down with the conviction that in the main he was right, and that he had proved the error and absurdity of a vast deal that goes on in the schoolroom. But from this first view we have had on reflection to make several drawbacks.

§ 10. Montaigne, like Locke and Rousseau, who followed in his steps, arranges for every boy to have a tutor entirely devoted to him. We may question whether this method of bringing up children is desirable, and we may assert, without question, that in most cases it is impossible. It seems ordained that at every stage of life we should require the companionship of those of our own age. If we

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\* Perhaps the saying of Montaigne's which is most frequently quoted is the paradox *Savoir par cœur n'est pas savoir*: ("to know by heart is not to know.") But these words are often misunderstood. The meaning, as I take it, is this: When a thought has entered into the mind it shakes off the words by which it was conveyed thither. Therefore so long as the words are indispensable the thought is not known. Knowing and knowing by heart are not necessarily opposed, but they are different things; and as the mind most easily runs along sequences of words a knowledge of the words often conceals ignorance or neglect of the thought. I once asked a boy if he thought of the meaning when he repeated Latin poetry and I got the instructive answer: "Sometimes, when I am not sure of the words." But there are cases in which we naturally connect a particular form of words with thoughts that have become part of our minds. We then know, and know by heart also.

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**Learning necessary as employment.**

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take two beings as little alike as a man and a child and force them to be each other's companions, so great is the difference in their thoughts and interests that they will fall into inevitable boredom and restraint. So we see that this plan, even in the few cases in which it would be possible, would not be desirable; and for the great majority of boys it would be out of the question. We must then arrange for the young to be taught, not as individuals, but in classes, and this greatly changes the conditions of the problem. One of the first conditions is this, that we have to employ each class regularly and uniformly for some hours every day. Schoolmasters know what their non-scholastic mentors forget: we can make a class learn, but, broadly speaking, we cannot make a class think, still less can we make it judge. As a great deal of occupation has to be provided, we are therefore forced to make our pupils learn. Whatever may be the value of the learning in itself it is absolutely necessary *as employment*.

§ 11. No doubt it will make a vast difference whether we consider the learning mainly as employment, as a means of taking up time and preventing "sauntering," as Locke boldly calls it, or whether we are chiefly anxious to secure some special results. The knowledge of the Latin and Greek languages and the Latin and Greek authors was a result so highly prized by the Renaissance scholars that they insisted on a prodigious quantity of learning, not as employment, but simply as the means of acquiring this knowledge. As the knowledge got to be less esteemed the pressure was by degrees relaxed. In our public schools fifty or sixty years ago the learning was to some extent retained as employment, but there certainly was no pressure, and the majority of the boys never learnt the ancient languages.



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Montaigne and our Public Schools.

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So the masters of that time had given up the Renaissance enthusiasm for the classics, and on the negative side of his teaching had come to an agreement with Montaigne. Any one inclined to sarcasm might say that on the positive side they were still totally opposed to him, for *he* thought virtue and judgment were the main things to be cared for, and *they* did not care for these things at all. But this is not a fair statement. The one thing gained, or supposed to be gained, in the public schools was the art of living, and this art, though it does not demand heroic virtue, requires at least prudence and self-control. Montaigne's system was a revolt against the *bookishness* of the Renaissance. "In our studies," says he, "whatever presents itself before us is book enough; a roguish trick of a page, a blunder of a servant, a jest at table, are so many new subjects." So the education *out of school* was in his eyes of more value than the education in school. And this was acknowledged also in our public schools: "It is not the Latin and Greek they learn or don't learn that we consider so important," the masters used to say, "but it is the tone of the school and the discipline of the games." But of late years this virtual agreement with Montaigne has been broken up. School work is no longer mere employment, but it is done under pressure, and with penalties if the tale of brick turned out does not pass the inspector.

§ 12. What has produced this great change? It is due mainly to two causes:

1. The pressure put on the young to attain classical knowledge was relaxed when it was thought that they could get through life very well without this knowledge. But in these days new knowledge has awakened a new enthusiasm. The knowledge of science promises such great advantages



### Pressure from Science and Examinations.

that the latest reformers, headed by Mr. Herbert Spencer, seem to make the well-being of the grown person depend mainly on the amount of scientific knowledge he stored up in his youth. This is the first cause of educational pressure.

§ 13. 2. The second and more urgent cause is the rapid development of our system of examinations. Everybody's educational status is now settled by the examiner, a potentate whose influence has brought back in a very malignant form all the evils of which Montaigne complains. Do what we will, the faculty chiefly exercised in preparing for ordinary examinations is the "carrying memory." So the acquisition of knowledge—mere memory or examination knowledge—has again come to be regarded as the one thing needful in education, and there is great danger of everything else being neglected for it. Of the fourfold results of education—virtue, wisdom, good manners, learning—the last alone can be fairly tested in examinations; and as the schoolmaster's very bread depends nowadays first on his getting through examinations himself and then on getting his pupils through, he would be more than human, if with Locke he thought of learning "last and least." A great change has come over our public schools. The amount of work required from the boys is far greater than it used to be and masters again measure their success by the amount of knowledge the average boy takes away with him. It seems to me high time that another Montaigne arose to protest that a man's intellectual life does not consist in the number of things he remembers, and that his true life is not his intellectual life only, but embraces his power of will and action and his love of what is noble and right. "Wisdom cried of old, I am the mother of fair Love and Fear and Knowledge and holy Hope" (*Ecclesiastics*). In these

### Danger from knowledge.

days of science and examinations does there not seem some danger lest knowledge should prove the sole survivor? May not Knowledge, like another Cain, raise its hand against its brethren "fair Love and Fear and holy Hope?" This is perhaps the great danger of our time, a danger especially felt in education. Every school parades its scholarships at the public schools or at the universities, or its passes in the Oxford and Cambridge Locals, or its percentage at the last Inspection, and asks to be judged by these. And yet these are not the one thing or indeed the chief thing needful: and it will be the ruin of true education if, as Mark Pattison said, the master's attention is concentrated on the least important part of his duty.\*

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\* Lord Armstrong has perhaps never read Montaigne's *Essay on Pedantry*; certainly, he has not borrowed from it; and yet much that he says in discussing "The Cry for Useless Knowledge" (*Nineteenth Century Magazine*, November, 1888), is just what Montaigne said more than three centuries ago. "The aphorism that knowledge is power is so constantly used by educational enthusiasts that it may almost be regarded as the motto of the party. But the first essential of a motto is that it be true, and it is certainly not true that knowledge is the same as power, seeing that it is only an aid to power. The power of a surgeon to amputate a limb no more lies in his knowledge than in his knife. In fact, the knife has the better claim to potency of the two, for a man may hack off a limb with his knife alone, but not with his knowledge alone. Knowledge is not even an aid to power in all cases, seeing that useless knowledge, which is no uncommon article in our popular schools, has no relation to power. The true source of power is the originative action of the mind which we see exhibited in the daily incidents of life, as well as in matters of great importance. . . . A man's success in life depends incomparably more upon his capacities for useful action than upon his acquirements in knowledge, and the education of the young should therefore be directed to the development of faculties and valuable qualities rather than to the acquisition of know-

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### Montaigne and Lord Armstrong.

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ledge. . . . Men of capacity and possessing qualities for useful action are at a premium all over the world, while men of mere education are at a deplorable discount." (p. 664).

"There is a great tendency in the scholastic world to underrate the value and potency of self-education ; which commences on leaving school and endures all through life." (p. 667).

"I deprecate plunging into doubtful and costly schemes of instruction, led on by the *ignis fatuus* that 'knowledge is a power.' For where natural capacity is wasted in attaining knowledge, it would be truer to say that knowledge is weakness." (p. 668).

## VII.

## ASCHAM.

(1515-1568.)

§ 1. MASTERS and scholars who sigh over what seem to them the intricacies and obscurities of modern grammars may find some consolation in thinking that, after all, matters might have been worse, and that our fate is enviable indeed compared with that of the students of Latin 400 years ago. Did the reader ever open the *Doctrinale* of Alexander de Villa Dei, which was the grammar in general use from the middle of the thirteenth to the end of the fifteenth century? (v. Appendix, p. 532). If so, he is aware how great a step towards simplicity was made by our grammatical reformers, Lily, Colet, and Erasmus. Indeed, those whom we now regard as the forgers of our chains were, in their own opinion and that of their contemporaries, the champions of freedom (Appendix, p. 533).

§ 2. I have given elsewhere (Appendix, p. 533) a remarkable passage from Colet, in which he recommends the leaving of rules, and the study of examples in good Latin authors. Wolsey also, in his directions to the masters of Ipswich School (dated 1528), proposes that the boys should be exercised in the eight parts of speech in the first form,



### Wolsey on teaching.

and should begin to speak Latin and translate from English into Latin in the second. If the masters think fit, they may also let the pupils read Lily's *Carmin Monitorium*, or Cato's *Distichs*. From the third upwards a regular course of classical authors was to be read, and Lily's rules were to be introduced by degrees. "Although I confess such things are necessary," writes Wolsey, "yet, as far as possible, we could wish them so appointed as not to occupy the more valuable part of the day." Only in the sixth form, the highest but two, Lily's syntax was to be begun. In these schools the boys' time was wholly taken up with Latin, and the speaking of Latin was enforced even in play hours; so we see that anomalies in the accidence as taught in the *As in præsenti* were not given till the boys had been some time using the language; and the syntax was kept till they had a good practical knowledge of the usages to which the rules referred.\*

§ 3. But although there was a great stir in education throughout this century, and several English books were published about it, we come to 1570 before we find anything that has lived till now. We then have Roger Ascham's *Scholemaster*, a posthumous work brought out by Ascham's widow, and republished in 1571 and 1589. The book was

\* In another matter, also, we find, that the masters of these schools subsequently departed widely from the intention of the great men who fostered the revival of learning. Wolsey writes: "Imprimis hoc unum admonendum censuerimus, ut neque plagis severioribus neque vultuosis minis, aut ulla tyrannidis specie, tenera pubes afficiatur: hac enim injuria ingenii alacritas aut extingui aut magna ex parte obtundi solet." Again he says: "In ipsis studiis sic voluptas est intermiscenda ut puer ludum potius discendi quam laborem existimet." He adds: "Cavendum erit ne immodica contentione ingenia discantium obruantur aut lectione prolonga defatigentur; utraque enim juxta offenditur."



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### History of Methods useful.

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then lost sight of, but reappeared, with James Upton as editor, in 1711,\* and has been regarded as an educational classic ever since. Dr. Johnson says "it contains perhaps the best advice that was ever given for the study of languages," and Professor J. E. B. Mayor, who on this point is a higher authority than Dr. Johnson, declares that "this book sets forth the only sound method of acquiring a dead language."

§ 4. With all their contempt for theory, English school-masters might have been expected to take an interest in one part of the history of education, viz., the history of methods. There is a true saying attributed by Marcel to Talleyrand, "*Les Méthodes sont les maîtres des maîtres*—Method is the master's master." The history of education shows us that every subject of instruction has been taught in various ways, and further, that the contest of methods has not uniformly ended in the survival of the fittest. Methods then might often teach the teachers, if the teachers cared to be taught; but till within the last half century or so an unintelligent traditional routine has sufficed for them. There has no doubt been a great change since men now old were at school, but in those days the main strength of the teaching was given to Latin, and the masters knew of no better method of starting boys in this language than making them learn by heart Lily's, or as it was then called, the Eton Latin Grammar. If reason had had anything to do with teaching, this book would have been demolished by Richard Johnson's *Grammatical Commentaries* published

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\* Professor Arber is one of the very few editors who give accurate and sufficient bibliographical information about the books they edit. All students of our old literature are under deep obligations to him.

### Our three celebrities.

in 1706; but worthless as Johnson proved it to be, the Grammar was for another 150 years treated by English schoolmasters as the only introduction to the Latin tongue. The books that have recently been published show a tendency to revert to methods set forth in Elizabeth's reign in Ascham's *Scholemaster* (1570) and William Kempe's *Education of Children* (1588), but the innovators have not as a rule been drawn to these methods by historical inquiry.

§ 5. There seem to be only three English writers on education who have caught the ear of other nations, and these are Ascham, Locke, and Herbert Spencer. Of a contemporary we do well to speak with the same reserve as of "present company," but of the other two we may say that the choice has been somewhat capricious. Locke's *Thoughts* perhaps deserves the reputation and influence it has always had, but in it he hardly does himself justice as a philosopher of the mind; and much of the advice which has been considered his exclusively, is to be found in his English predecessors whose very names are unknown except to the educational antiquarian. Ascham wrote a few pages on method which entitle him to mention in an account of methods of language-learning. He also wrote a great many pages about things in general which would have shared the fate of many more valuable but long forgotten books had he not had one peculiarity in which the other writers were wanting, that indescribable something which Matthew Arnold calls "charm."

§ 6. Ascham has been very fortunate in his editors, Professor Arber and Professor Mayor, and the last editions\*

\* Mayor's is beautifully printed and costs 1s. (London, Bell and Sons.)

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A.'s method for Latin : first stage.

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give everyone an opportunity of reading the *Scholemaster*. I shall therefore speak of nothing but the method.

§ 7. Latin is to be taught as follows :—First, let the child learn the eight parts of speech, and then the right joining together of substantives with adjectives, the noun with the verb, the relative with the antecedent. After the concordances are learned, let the master take Sturm's selection of Cicero's Epistles, and read them after this manner: "first, let him teach the child, cheerfully and plainly, the cause and matter of the letter; then, let him construe it into English so oft as the child may easily carry away the understanding of it; lastly, parse it over perfectly. This done, then let the child by and by both construe and parse it over again; so that it may appear that the child doubteth in nothing that his master has taught him before. After this, the child must take a paper book, and, sitting in some place where no man shall prompt him, by himself let him translate into English his former lesson. Then showing it to his master, let the master take from him his Latin book, and pausing an hour at the least, then let the child translate his own English into Latin again in another paper book. When the child bringeth it turned into Latin, the master must compare it with Tully's book, and lay them both together, and where the child doth well, praise him," where amiss point out why Tully's use is better. Thus the child will easily acquire a knowledge of grammar, "and also the ground of almost all the rules that are so busily taught by the master, and so hardly learned by the scholar in all common schools. . . . We do not condemn rules, but we gladly teach rules; and teach them more plainly, sensibly, and orderly, than they be commonly taught in common schools. For when the master shall compare Tully's book with the scholar's translation,

Second stage. The six points.

let the master at the first lead and teach the scholar to join the rules of his grammar book with the examples of his present lesson, until the scholar by himself be able to fetch out of his grammar every rule for every example; and let the grammar book be ever in the scholar's hand, and also used by him as a dictionary for every present use. This is a lively and perfect way of teaching of rules; where the common way used in common schools to read the grammar alone by itself is tedious for the master, hard for the scholar, cold and uncomfortable for them both." And elsewhere Ascham says: "Yea, I do wish that all rules for young scholars were shorter than they be. For, without doubt, *grammatica* itself is sooner and surer learned by examples of good authors than by the naked rules of grammarians."

§ 8. "As you perceive your scholar to go better on away, first, with understanding his lesson more quickly, with parsing more readily, with translating more speedily and perfectly than he was wont; after, give him longer lessons to translate, and, withal, begin to teach him, both in nouns and verbs, what is *proprium* and what is *translatum*, what *synonymum*, what *diversum*, which be *contraria*, and which be most notable *phrases*, in all his lectures, as—

- Proprium . . . Rex sepultus est magnifice.
- Translatum . . . Cum illo principe, sepulta est et gloria et salus reipublicæ.
- Synonyma . . . Ensis, gladius : laudare, prædicare.
- Diversa . . . Diligere, amare : calere, exardescere : inimicus, hostis.
- Contraria . . . Acerbum et luctuosum bellum, dulcis et læta pax.
- Phrases . . . Dare verba, adicere obedientiam."

Every lesson is to be thus carefully analysed, and entered under these headings in a third MS. book.



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Value of double translating and writing.

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§ 9. Here Ascham leaves his method, and returns to it only at the beginning of Book II. He there supposes the first stage to be finished and "your scholar to have come indeed, first to a ready perfectness in translating, then to a ripe and skilful choice in marking out his six points." He now recommends a course of Cicero, Terence, Cæsar, and Livy which is to be read "a good deal at every lecture." And the master is to give passages "put into plain natural English." These the scholar shall "not know where to find" till he shall have tried his hand at putting them into Latin; then the master shall "bring forth the place in Tully."

§ 10. In the Second Book of the *Scholemaster*, Ascham discusses the various branches of the study then common, viz. : 1. Translatio linguarum; 2. Paraphrasis; 3. Metaphrasis; 4. Epitome; 5. Imitatio; 6. Declamatio. He does not lay much stress on any of these, except *translatio* and *imitatio*. Of the last he says: "All languages, both learned and mother-tongue, be gotten, and gotten only, by imitation. For, as ye use to hear, so ye use to speak; if ye hear no other, ye speak not yourself; and whom ye only hear, of them ye only learn." But translation was his great instrument for all kinds of learning. "The translation," he says, "is the most common and most commendable of all other exercises for youth; most common, for all your constructions in grammar schools be nothing else but translations; but because they be not *double* translations (as I do require) they bring forth but simple and single commodity: and because also they lack the daily use of writing, which is the only thing that breedeth deep root, both in the wit for good understanding and in the memory for sure keeping of all that is learned; most commendable also, and that by the judgment of all authors which entreat of these exercises."



Study of a model book.

§ 11. After quoting Pliny,\* he says: "You perceive how Pliny teacheth that by this exercise of double translating is learned easily, sensibly, by little and little, not only all the hard congruities of grammar, the choice of ablest words, the right pronouncing of words and sentences, comeliness of figures, and forms fit for every matter and proper for every tongue: but, that which is greater also, in marking daily and following diligently thus the footsteps of the best authors, like invention of arguments, like order in disposition, like utterance in elocution, is easily gathered up; and hereby your scholar shall be brought not only to like eloquence, but also to all true understanding and rightful judgment, both for writing and speaking."

Again he says: "For speedy attaining, I durst venture a good wager if a scholar in whom is aptness, love, diligence, and constancy, would but translate after this sort some little book in Tully (as *De Senectute*, with two Epistles, the first 'Ad Quintum Fratrem,' the other 'Ad Lentulum'), that scholar, I say, should come to a better knowledge in the Latin tongue than the most part do that spend from five to six years in tossing all the rules of grammar in common schools." After quoting the instance of Dion Prussæus, who came to great learning and utterance by reading and following only two books, the *Phædo*, and *Demosthenes de*

\* "Utile imprimis ut multi præcipiunt, vel ex Græco in Latinum vel ex Latino vertere in Græcum; quo genere exercitationis proprietas splendorque verborum, copia figurarum, vis explicandi, præterea imitatione optimorum similia inveniendi facultas paratur: simul quæ legentem fefellissent transferentem fugere non possunt. Intelligentia ex hoc et iudicium acquiritur."—*Epp.* vii. 9, § 2. So the passage stands in Pliny. Ascham quotes "*et ex Græco in Latinum et ex Latino vertere in Græcum*," with other variations.

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Q. Elizabeth. "A dozen times at the least."

*Falsa Legatione*, he goes on: "And a better and nearer example herein may be our most noble Queen Elizabeth, who never took yet Greek nor Latin grammar in her hand after the first declining of a noun and a verb; but only by this double translating of Demosthenes and Isocrates daily, without missing, every forenoon, and likewise some part of Tully every afternoon, for the space of a year or two, hath attained to such a perfect understanding in both the tongues, and to such a ready utterance of the Latin, and that with such a judgment, as there be few now in both Universities or elsewhere in England that be in both tongues comparable with Her Majesty." Ascham's authority is indeed not conclusive on this point, as he, in praising the Queen's attainments, was vaunting his own success as a teacher, and, moreover, if he flattered her he could plead prevailing custom. But we have, I believe, abundant evidence that Elizabeth was an accomplished scholar.

§ 12. Before I leave Ascham I must make one more quotation, to which I shall more than once have occasion to refer. Speaking of the plan of double translation, he says: "Ere the scholar have construed, parsed, twice translated over by good advisement, marked out his six points by skilful judgment, he shall have necessary occasion to read over every lecture a *dozen times at the least*; which because he shall do always in order, he shall do it always with pleasure. And pleasure allureth love: love hath lust to labour; labour always obtaineth his purpose."

§ 13. A good deal has been said, and perhaps something learnt, about the teaching of Latin since the days of Ascham. As far as I know the method which Ascham denounced, and which most English schoolmasters stuck to for more than two centuries longer, has now been abandoned. No one

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"Impressionists" and "Retainers."

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thinks of making the beginner learn by heart all the Latin Grammar before he is introduced to the Latin language. To understand the machinery of which an account is given in the grammar, the learner must see it at work, and must even endeavour in a small way to work it himself. So it seems pretty well agreed that the information given in the grammar must be joined with some construing and some exercises from the very first. But here the agreement ends. Our teachers, consciously or in ignorance, follow one or more of a number of methodizers who have examined the problem of language-learning, such men as Ascham, Ratke, Comenius, Jacotot, Hamilton, Robertson, and Prendergast. These naturally divide themselves into two parties, which I have ventured to call "Rapid Impressionists," and "Complete Retainers." The first of these plunge the beginner into the language, and trust to the great mass of vague impressions clearing and defining themselves as he goes along. The second insist on his learning at the first a very small portion of the language, and mastering and retaining everything he learns. It will be seen that in the first stage of the course Ascham is a "Complete Retainer." He does not talk, like Prendergast, of "mastery," nor, like Jacotot, does he require the learner to begin every lesson at the beginning of the book: but he makes the pupil go over each lesson "a dozen times at the least," before he may advance beyond it. As for his practice of double translation, for the advanced pupil it is excellent, but if it is required from the beginner, it leads to unintelligent memorizing. I think I shall be able to show later on that other methodizers have advanced beyond Ascham. (*Infra*, 426 n.)

# VIII.

## MULCASTER.

(1531(?)-1611.)

§ 1. THE history of English thought on education has yet to be written. In the literature of education the Germans have been the pioneers, and have consequently settled the routes; and when a track has once been established few travellers will face the risk and trouble of leaving it. So up to the present time, writers on the history of European education after the Renaissance have occupied themselves chiefly with men who lived in Germany, or wrote in German. But the French are at length exploring the country for themselves; and in time, no doubt, the English-speaking races will show an interest in the thoughts and doings of their common ancestors.

We know what toils and dangers men will encounter in getting to the source of great rivers; and although, as Mr. Widgery truly says, "the study of origins is not everybody's business,"\* we yet may hope that students will be found ready to give time and trouble to an investigation of great interest and perhaps some utility—the origin of the school

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\* *Teaching of Languages in Schools*, by W. H. Widgery, p. 6.



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Old books in English on education.

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course which now affects the millions who have English for their mother-tongue.

§ 2. In the fifteen hundreds there were published several works on education, three of which, Elyot's *Governour*, Ascham's *Scholemaster*, and Mulcaster's *Positions*, have been recently reprinted.\* Others, such as Edward Coote's *English Schoolmaster*, and Mulcaster's *Elementarie*, are pretty sure to follow, without serious loss, let us hope, to their editors, though neither Coote nor Mulcaster are likely to become as well-known writers as Roger Ascham.

§ 3. Henry Barnard, whose knowledge of our educational literature no less than his labours in it, makes him the greatest living authority, says that Mulcaster's *Positions* is "one of the earliest, and still one of the best treatises in the English language." (*English Pedagogy*, 2nd series, p. 177.) Mulcaster was one of the most famous of English schoolmasters, and by his writings he proved that he was far in advance of the schoolmasters of his own time, and of the times which succeeded. But he paid the penalty of thinking of himself more highly than he should have thought; and whether or no the conjecture is right that Shakespeare had him in his mind when writing *Love's Labour's Lost*, there is an affectation in Mulcaster's style which is very irritating, for it has caused even the master of Edmund Spenser to be forgotten. In a curious and interesting allegory on the progress of language (in the *Elementarie*,

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\* Much information about our early books, with quotations from some of them, will be found in Henry Barnard's *English Pedagogy*, 1st and 2nd series. Some notice of rare books is given in *Schools, School-books, and Schoolmasters*, by W. Carew Hazlitt (London, Jarvis, 1888), but in this work there are strange omissions.



### M.'s wisdom hidden by his style.

pp. 66, ff.), Mulcaster says that Art selects the best age of a language to draw rules from, such as the age of Demosthenes in Greece and of Tully in Rome; and he goes on: "Such a period in the English tongue I take to be in our days for both the pen and the speech." And he suggests that the English language, having reached its zenith, is seen to advantage, not in the writings of Shakespeare or Spenser, but in those of Richard Mulcaster. After enumerating the excellencies of the language, he adds: "I need no example in any of these, whereof my own penning is a general pattern." Here we feel tempted to exclaim with Armado in *Love's Labour's Lost* (Act 5, sc. 2): "I protest the schoolmaster is exceeding fantastical: too too vain, too too vain." He speaks elsewhere of his "so careful, I will not say so curious writing" (*Elementarie*, p. 253), and says very truly: "Even some of reasonable study can hardly understand the couching of my sentence, and the depth of my conceit" (*ib.*, p. 235). And this was the death-warrant of his literary renown.

§ 4. But there is good reason why Mulcaster should not be forgotten. When we read his books we find that wisdom which we are importing in the nineteenth century was in a great measure offered us by an English schoolmaster in the sixteenth. The latest advances in pedagogy have established (1) that the end and aim of education is to develop the faculties of the mind and body; (2) that all teaching processes should be carefully adapted to the mental constitution of the learner; (3) that the first stage in learning is of immense importance and requires a very high degree of skill in the teacher; (4) that the brain of children, especially of clever children, should not be subjected to "pressure"; (5) that childhood should not be spent in

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Education and "learning."

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learning foreign languages, but that its language should be the mother-tongue, and its exercises should include hand-work, especially drawing; (6) that girls' education should be cared for no less than boys'; (7) that the only hope of improving our schools lies in providing training for our teachers. These are all regarded as planks in the platform of "the new education," and these were all advocated by Mulcaster.

§ 5. Before I point this out in detail I may remark how greatly education has suffered from being confounded with learning. There are interesting passages both in Ascham and Mulcaster which prove that the class-ideal of the "scholar and gentleman" was of later growth. In the fifteen hundreds learning was thought suitable, not for the rich, but for the clever. Still, learning, and therefore education, was not for the many, but the few. Mulcaster considers at some length how the number of the educated is to be kept down (*Positions*, chapp. 36, 37, 39), though even here he is in the van, and would have everyone taught to read and write (*Positions*, chapp. 5, 36). But the true problem of education was not faced till it was discovered that every human being was to be considered in it. This was, I think, first seen by Comenius.

With this abatement we find Mulcaster's sixteenth-century notions not much behind our nineteenth.

§ 6. (1 & 2) "Why is it not good," he asks, "to have every part of the body and every power of the soul to be fined to his best?" (*PP.*, p. 34\*). Elsewhere he says: "The end of education and train is to help Nature to her perfection,

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\* The paging is that of the reprint. It differs slightly from that of first edition.

## 1. Development. 2. Child-study.

which is, when all her abilities be perfected in their habit, whereunto right elements be right great helps. Consideration and judgment must wisely mark whereunto Nature is either evidently given or secretly affectionate and must frame an education consonant thereto." (*EL*, p. 28).

Michelet has with justice claimed for Montaigne that he drew the teacher's attention from the thing to be learnt to the learner: "*Non l'objet, le savoir, mais le sujet, c'est l'homme.*" (*Nos Fils*, p. 170.) Mulcaster has a claim to share this honour with his great contemporary. He really laid the foundation of a science of education. Discussing our natural abilities, he says: "We have a perceiving by outward sense to feel, to hear, to see, to smell, to taste all sensible things; which qualities of the outward, being received in by the *common sense* and examined by *fantsie*, are delivered to *remembrance*, and afterward prove our great and only grounds unto further knowledge."\* (*EL*, p. 32.) Here we see Mulcaster endeavouring to base education, or as he so well calls it, "train," on what we receive from Nature. Elsewhere he speaks of the three things which we "find peering out of the little young souls," viz: "wit to take, memory to keep, and discretion to discern." (*PP*, p. 27.)

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\* Mulcaster goes on to talk about the brain, &c. Of course he does not anticipate the discoveries of science, but his language is very different from what we should expect from a writer in the pre-scientific age, e.g., "To serve the turn of these two, both *sense* and *motion*, Nature hath planted in our body a *brain*, the prince of all our parts, which by spreading sinews of all sorts throughout all our parts doth work all those effects which either *sense* is seen in or *motion* perceived by." (*EL*, p. 32.) But much as he thinks of the body Mulcaster is no materialist. "Last of all our soul hath in it an imperial prerogative of understanding beyond sense, of judging by reason, of directing by both,

### 3. Groundwork by best workman.

§ 7. (3) I have pointed out that the false ideal of the Renaissance led schoolmasters to neglect children. Mulcaster remarks that the ancients considered the training of children should date from the birth; but he himself begins with the school age. Here he has the boldness to propose that those who teach the beginners should have the smallest number of pupils, and should receive the highest pay. "The first groundwork would be laid by the best workman," says Mulcaster (*PP.*, 130), here expressing a

for duty towards God, for society towards men, for conquest in affections, for purchase in knowledge, and such other things, whereby it furnisheth out all manner of uses in this our mortal life, and bewrayeth in itself a more excellent being than to continue still in this roaming pilgrimage." (p. 33.) The grand thing, he says, is to bring all these abilities to perfection "which so heavenly a benefit is begun by education, confirmed by use, perfected with continuance which crowneth the whole work" (p. 34.) "Nature makes the boy toward; nurture sees him forward." (p. 35.) The neglect of the material world which has been for ages the source of mischief of all kinds in the schoolroom, and which has not yet entirely passed away, would have been impossible if Mulcaster's elementary course had been adopted. "Is the body made by Nature nimble to run, to ride, to swim, to fence, to do anything else which beareth praise in that kind for either profit or pleasure? And doth not the Elementary help them all forward by precept and train? The hand, the ear, the eye be the greatest instruments whereby the receiving and delivery of our learning is chiefly executed, and doth not this Elementary instruct the hand to write, to draw, to play; the eye to read by letters, to discern by line, to judge by both; the ear to call for voice and sound with proportion for pleasure, with reason for wit? Generally whatsoever gift Nature hath bestowed upon the body, to be brought forth or bettered by the mean of train for any profitable use in our whole life, doth not this Elementary both find it and foresee it?" (*El.*, p. 35). "*The hand, the ear, the eye, be the greatest instruments,*" said the Elizabethan schoolmaster. So says the Victorian reformer.



#### 4. No forcing of young plants.

truth which, like many truths that are not quite convenient, is seldom denied but almost systematically ignored.\*

§ 8. (4) In the *Nineteenth Century Magazine* for November, 1888, appeared a vigorous protest with nearly 400 signatures,

\* I wish some good author would write a book on *Unpopular Truths*, and show how, on some subjects, wise men go on saying the same thing in all ages and nobody listens to them. Plato said "In every work the beginning is the most important part, especially in dealing with anything young and tender." (*Rep.*, bk. ii, 377; Davies and Vaughan, p. 65.) And the complaints about "bad grounding" prove our common neglect of what Mulcaster urged three centuries ago: "For the *Elementarie* because good scholars will not abase themselves to it, it is left to the meanest, and therefore to the worst. For that the first grounding would be handled by the best, and his reward would be greatest, because both his pains and his judgment should be with the greatest. And it would easily allure sufficient men to come down so low, if they might perceive that reward would rise up. No man of judgment will contrary this point, neither can any ignorant be blamed for the contrary: the one seeth the thing to be but low in order, the other knoweth the ground to be great in laying, not only for the matter which the child doth learn: which is very small in show though great for process: but also for the manner of handling his wit, to hearten him for afterward, which is of great moment. The first master can deal but with a few, the next with more, and so still upward as reason groweth on and receives without forcing. It is the foundation well and soundly laid, which makes all the upper building muster, with countenance and continuance. If I were to strike the stroke, as I am but to give counsel, the first pains truly taken should in good truth be most liberally recompensed; and less allowed still upward, as the pains diminish and the ease increaseth. Whereat no master hath cause to repine, so he may have his children well grounded in the *Elementarie*. Whose imperfection at this day doth marvellously trouble both masters and scholars, so that we can hardly do any good, nay, scantily tell how to place the too too raw boys in any certain form, with hope to go forward orderly, the ground-work of their entry being so rotten underneath." (*PP.*, pp. 233, 4.)



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5. The elementary course. English.

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many of which carried great weight with them, against our *sacrifice of education to examination*. Our present system, whether good or bad, is the result of accident. Winchester and Eton had large endowments, and naturally endeavoured by means of these endowments to get hold of clever boys. At first no doubt they succeeded fairly well; but other schools felt bound to compete for juvenile brains, and as the number of prizes increased, many of our preparatory schools became mere racing stables for children destined at 12 or 14 to run for "scholarship stakes." Thus, in the scramble for the money all thought of education has been lost sight of; injury has been done in many cases to those who have succeeded, still greater injury to those who have failed or who have from the first been considered "out of the running." These very serious evils would have been avoided had we taken counsel with Mulcaster: "Pity it were for so petty a gain to forego a greater; to win an hour in the morning and lose the whole day after; as those people most commonly do which start out of their beds too early before they be well awaked or know what it is o'clock; and be drowsy when they are up for want of their sleep." (*PP.*, p. 19; see also *EL.*, xi., pp. 52 ff.)

§ 9. (5) It would have been a vast gain to all Europe if Mulcaster had been followed instead of Sturm. He was one of the earliest advocates of the use of English instead of Latin (see Appendix, p. 534), and good reading and writing in English were to be secured before Latin was begun. His elementary course included these five things: English reading, English writing, drawing, singing, playing a musical instrument. If the first course were made to occupy the school-time up to the age of 12, Mulcaster held that more would be done between 12 and 16 than between 7 and 17 in

## 6. Girls as well as Boys.

the ordinary way. There would be the further gain that the children would not be set against learning. "Because of the too timely onset too little is done in too long a time, and the school is made a torture, which as it brings forth delight in the end when learning is held fast, so should it pass on very pleasantly by the way, while it is in learning."\* (*PP.*, 33.)

§ 10. (6) Among the many changes brought about in the nineteenth century we find little that can compare in importance with the advance in the education of women. In the last century, whenever a woman exercised her mental powers she had to do it by stealth,† and her position was degraded indeed when compared not only with her descendants of the nineteenth century, but also with her ancestors of the sixteenth. This I know has been disputed by some authorities, *e.g.*, by the late Professor Brewer: but to others, *e.g.*, to a man who, as regards honesty and wisdom, has had few equals and no superiors in investigating the course of education, I mean the late Joseph Payne, this educational superiority of the women of Elizabeth's time has seemed to be entirely

\* Quaint as we find Mulcaster in his mode of expression, the thing expressed is sometimes rather what we should expect from Herbert Spencer than from a schoolmaster of the Renaissance. I have met with nothing more modern in thought than the following: "In time all learning may be brought into one tongue, and that natural to the inhabitant: so that schooling for tongues may prove needless, as once they were not needed; but it can never fall out that arts and sciences in their right nature shall be but most necessary for any commonwealth that is not given over unto too too much barbarousness." (*PP.*, 240.)

† "Subject to a regulation like that of the ancient Spartans, the theft of knowledge in our sex is only connived at while carefully concealed, and if displayed [is] punished with disgrace." So says Mrs. Barbauld, and I have met with similar passages in other female writers.

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7. Training of Teachers.

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beyond question. On this point Mulcaster's evidence is very valuable, and, to me at least, conclusive. He not only "admits young maidens to learn," but says that "custom stands for him," and that "the custom of my country . . . hath made the maidens' train her own approved travail." (*PP.*, p. 167.)

§ 11. (7) Of all the educational reforms of the nineteenth century by far the most fruitful and most expansive is, in my opinion, the training of teachers. In this, as in most educational matters, the English, though advancing, are in the rear. Far more is made of "training" on the Continent and in the United States than in England. And yet we made a good start. Our early writers on education saw that the teacher has immense influence, and that to turn this influence to good account he must have made a study of his profession and have learnt "the best that has been thought and done" in it. Every occupation in life has a traditional capital of knowledge and experience, and those who intend to follow the business, whatever it may be, are required to go through some kind of training or apprenticeship before they earn wages. To this rule there is but one exception. In English elementary schools children are paid to "teach" children, and in the higher schools the beginner is allowed to blunder at the expense of his first pupils into whatever skill he may in the end manage to pick up. But our English practice received no encouragement from the early English writers, Mulcaster, Brinsley,\* and Hoole.

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\* John Brinsley (the elder) who married a sister of Bishop Hall's and kept school at Ashby-de-la-Zouch (was it the *Grammar School*?) was one of the best English writers on education. In his *Consolation for our Grammar Schoolers*, published early in the sixteen hundreds, he says:

### Training college at the Universities.

As far as I am aware the first suggestion of a training college for teachers came from Mulcaster. He schemed seven special colleges at the University; and of these one is for teachers. Some of his suggestions, *e.g.*, about "University Readers" have lately been adopted, though without acknowledgment; and as the University of Cambridge has since 1879 acknowledged the existence of teachers, and appointed a "Teachers' Training Syndicate," we may perhaps in a few centuries more carry out his scheme, and have training colleges at Oxford and Cambridge.\* Some of the reasons he gives us have not gone out of date with his English. They are as follows:—

"And why should not these men (the teachers) have both this sufficiency in learning, and such room to rest in, thence to be chosen and set forth for the common service? Be either children or schools so small a portion of our

"Amongst others myself having first had long experience of the manifold evils which grow from the ignorance of a right order of teaching, and afterwards some gracious taste of the sweetness that is to be found in the better courses truly known and practised, I have betaken me almost wholly, for many years unto this weighty work, and that not without much comfort, through the goodness of our blessed God." (p. 1.) "And for the most part wherein any good is done, it is ordinarily effected by the endless vexation of the painful master, the extreme labour and terror of the poor children with enduring far overmuch and long severity. Now whence proceedeth all this but because so few of those who undertake this function are acquainted with any good method or right order of instruction fit for a grammar school?" (p. 2.) It is sad to think how many generations have since suffered from teachers "unacquainted with any good method or right order of instruction." And it seems to justify Goethe's dictum, "*Der Engländer ist eigentlich ohne Intelligenz*," that for several generations to come this evil will be but partially abated.

\* At Cambridge (as also in London and Edinburgh) there is already  
 † Training College for Women Teachers in Secondary Schools.



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M.'s reasons for training teachers.

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multitude? or is the framing of young minds, and the training of their bodies so mean a point of cunning? Be school masters in this Realm such a paucity, as they are not even in good sadness to be soundly thought on? If the chancel have a minister, the belfry hath a master: and where youth is, as it is eachwhere, there must be trainers, or there will be worse. He that will not allow of this careful provision for such a seminary of masters, is most unworthy either to have had a good master himself, or hereafter to have a good one for his. Why should not teachers be well provided for, to continue their whole life in the school, as *Divines*, *Lawyers*, *Physicians* do in their several professions? Thereby judgment, cunning, and discretion will grow in them: and masters would prove old men, and such as *Xenophon* setteth over children in the schooling of *Cyrus*. Whereas now, the school being used but for a shift, afterward to pass thence to the other professions, though it send out very sufficient men to them, itself remaineth too too naked, considering the necessity of the thing. I conclude, therefore, that this trade requireth a particular college, for these four causes. 1. First, for the subject being the mean to make or mar the whole fry of our State. 2. Secondly, for the number, whether of them that are to learn, or of them that are to teach. 3. Thirdly, for the necessity of the profession, which may not be spared. 4. Fourthly, for the matter of their study, which is comparable to the greatest professions, for language, for judgment, for skill how to train, for variety in all points of learning, wherein the framing of the mind, and the exercising of the body craveth exquisite consideration, beside the staidness of the person." (*PP.*, pp. 248, 9.)

§ 12. Though once a celebrated man, and moreover the master of Edmund Spenser. Mulcaster has been long



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M.'s Life and Writings.

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forgotten; but when the history of education in England comes to be written, the historian will show that few schoolmasters in the fifteen hundreds or since were so enlightened as the first headmaster of Merchant Taylors'.\*

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\* All we know of his life may soon be told. Richard Mulcaster was a Cumberland man of good family, an "esquier borne," as he calls himself, who was at Eton, then King's College, Cambridge, then at Christ Church, Oxford. His birth year was probably 1530 or 1531, and he became a student of Christ Church in 1555. In 1558 he settled as a schoolmaster in London, and was elected first headmaster of Merchant Taylors' School, which dates from 1561. Here he remained twenty-five years, *i.e.*, till 1586. Whether he then became, as H. B. Wilson says, surmaster of St. Paul's, I cannot determine, but "he came in" highmaster in 1596, and held that office for twelve years. Though in 1598 Elizabeth made him rector of Stanford Rivers, there can be no doubt that he did not give up the highmastership till 1608, when he must have been about 77 years old. He died at Stanford Rivers three years later. While at Merchant Taylors', *viz.*, in 1581 and 1582, he published the two books which have secured for him a permanent place in the history of education in England. The first was his *Positions*, the second "The first part" (and, as it proved, the only part) of his *Elementarie*. Of his other writings, his *Cato Christianus* seems to have been the most important, and a very interesting quotation from it has been preserved in Robotham's Preface to the *Janua* of Comenius; but the book itself is lost: at least I never heard of a copy, and I have sought in vain in the British Museum, and at the University Libraries of Oxford and Cambridge. His *Catechismus Paulinus* is a rare book, but Rev. J. H. Lupton has found and described a copy in the Bodleian.

## IX.

## RATICHIOUS.

(1571-1635.)

§ 1. THE history of Education in the fifteen hundreds tells chiefly of two very different classes of men. First we have the practical men, who set themselves to supply the general demand for instruction in the classical languages. This class includes most of the successful schoolmasters, such as Sturm, Trotzendorf, Neander, and the Jesuits. The other class were thinkers, who never attempted to teach, but merely gave form to truths which would in the end affect teaching. These were especially Rabelais and Montaigne.

§ 2. With the sixteen hundreds we come to men who have earned for themselves a name unpleasant in our ears, although it might fittingly be applied to all the greatest benefactors of the human race. I mean the name of *Innovators*. These men were not successful; at least they seemed unsuccessful to their contemporaries, who contrasted the promised results with the actual. But their efforts were by no means thrown away: and posterity at least, has acknowledged its obligations to them. One sees now that they could hardly have expected justice in their own time. It is safe to adopt the customary plan; it is safe to speculate how that plan may and should be altered; but it is dangerous

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Principles of the Innovators.

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to attempt to translate new thought into new action, and boldly to advance without a track, trusting to principles which may, like the compass, show you the right direction, but, like the compass, will give you no hint of the obstacles that lie before you.

The chief demands made by the Innovators have been : 1st, that the study of *things* should precede, or be united with, the study of *words* (*v.* Appendix, p. 538); 2nd, that knowledge should be communicated, where possible, by appeals to the senses; 3rd, that all linguistic study should begin with that of the mother-tongue; 4th, that Latin and Greek should be taught to such boys only as would be likely to complete a learned education; 5th, that physical education should be attended to in all classes of society for the sake of health, not simply with a view to gentlemanly accomplishments; 6th, that a new method of teaching should be adopted, framed "according to Nature."

Their notions of method have, of course, been very various; but their systems mostly agree in these particulars :—

1. They proceed from the concrete to the abstract, giving some knowledge of the thing itself before the rules which refer to it.
2. They employ the student in analysing matter put before him, rather than in working synthetically according to precept.
3. They require the student to *teach himself* and investigate for himself under the superintendence and guidance of the master, rather than be taught by the master and receive anything on the master's authority.
4. They rely on the interest excited in the pupil by the acquisition of knowledge, and renounce coercion.
5. Only that which is understood may be committed to memory (*v. supra*, p. 74, n).

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R.'s Address to the Diet.

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§ 3. The first of the Innovators was Wolfgang Ratichius, who, oddly enough, is known to posterity by a name he and his contemporaries never heard of. His father's name was Radtké or Ratké, and the son having received a University education, translated this into Ratichius. With our usual impatience of redundant syllables, we have attempted to reduce the word to its original dimensions, and in the process have hit upon *Ratich*, which is a new name altogether.

Ratke (to adopt the true form of the original) was connected, as Basedow was a hundred and fifty years later, with Holstein and Hamburg. He was born at Wilster in Holstein in 1571, and studied at Hamburg and at the University of Rostock. He afterwards travelled to Amsterdam and to England, and it was perhaps owing to his residence in this country that he was acquainted with the new philosophy of Bacon. We next hear of him at the Electoral Diet, held as usual in Frankfurt-on-Main, in 1612. He was then over forty years old, and he had elaborated a new scheme for teaching. Like all inventors, he was fully impressed with the importance of his discovery, and he sent to the assembled Princes an address, in which he undertook some startling performances. He was able, he said: (1) to teach young or old Hebrew, Greek, and Latin, or other languages, in a very short time and without any difficulty; (2) to establish schools in which all arts should be taught and extended; (3) to introduce and peaceably establish throughout the German Empire a uniform speech, a uniform government, and (still more wonderful) a uniform religion.

§ 4. Naturally enough the address arrested the attention of the Princes. The Landgraf Lewis of Darmstadt thought the matter worthy of examination, and he



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At Augsburg. At Koethen.

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deputed two learned men, Jung and Helwig, to confer with Ratke. Their report was entirely favourable, and they did all they could to get for Ratke the means of carrying his scheme into execution. "We are," writes Helwig, "in bondage to Latin. The Greeks and Saracens would never have done so much for posterity if they had spent their youth in acquiring a foreign tongue. We must study our own language, and then sciences. Ratichius has discovered the art of teaching according to Nature. By his method, languages will be quickly learned, so that we shall have time for science; and science will be learned even better still, as the natural system suits best with science, which is the study of Nature." Moved by this report the Town Council of Augsburg agreed to give Ratke the necessary power over their schools, and accompanied by Helwig, he accordingly went to Augsburg and set to work. But the good folks of Augsburg were like children, who expect a plant as soon as they have sown the seed. They were speedily dissatisfied, and Ratke and Helwig left Augsburg, the latter much discouraged but still faithful to his friend. Ratke went to Frankfurt again, and a Commission was appointed to consider his proposals, but by its advice Ratke was "allowed to try elsewhere."

§ 5. He would never have had a fair chance had he not had a firm friend in the Duchess Dorothy of Weimar. Then, as now, we find women taking the lead in everything which promises to improve education, and this good Duchess sent for Ratke and tested his method by herself taking lessons of him in Hebrew. With this adult pupil his plans seem to have answered well, and she always continued his admirer and advocate. By her advice her brother, Prince Lewis of Anhalt-Koethen, decided that the great discovery should not be lost for want of a fair trial: so he called Ratke to Koethen



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Failure at Koethen.

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and complied with all his demands. A band of teachers sworn to secrecy were first of all instructed in the art by Ratke himself. Next, schools with very costly appliances were provided, and lastly some 500 little Koetheners—boys and girls—were collected and handed over to Ratke to work his wonders with.

§ 6. It never seems to have occurred either to Ratke or his friends or the Prince that all the principles and methods that ever were or ever will be established could not enable a man without experience to organize a school of 500 children. A man who had never been in the water might just as well plunge into the sea at once and trust to his knowledge of the laws of fluid pressure to save him from drowning. There are endless details to be settled which would bewilder any one without experience. Some years ago school-buildings were provided for one of our county schools, and the council consulted a master of great experience who strongly urged them not to start as they had intended with 300 boys. "I would not undertake such a thing," said he. When pressed for his reason, he said quietly, "I would not be responsible for the *boots*." I have no doubt Ratke had to come down from his principles and his new method to deal with numberless little questions of caps, bonnets, late children, broken windows, and the like; and he was without the tact and the experience which enable many ordinary men and women, who know nothing of principles, to settle such matters satisfactorily.

§ 7. Years afterwards there was another thinker much more profound and influential than Ratke, who was quite as incompetent to organize. I mean Pestalozzi. But Pestalozzi had one great advantage over Ratke. He attached all his assistants to him by inspiring them with

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German in the school. R.'s services.

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love and reverence of himself. This made up for many deficiencies. But Ratke was not like the fatherly, self-sacrificing Pestalozzi. He leads us to suspect him of being an impostor by making a mystery of his invention, and he never could keep the peace with his assistants.

§ 8. So, as might have been expected, the grand experiment failed. The Prince, exasperated at being placed in a somewhat ridiculous position, and possibly at the serious loss of money into the bargain, revenged himself on Ratke by throwing him into prison, nor would he release him till he had made him sign a paper in which he admitted that he had undertaken more than he was able to fulfil.

§ 9. This was no doubt the case; and yet Ratke had done more for the Prince than the Prince for Ratke. In Koethen had been opened the first German school in which the children were taught to make a study of the German language.

Ratke never recovered from his failure at Koethen, and nothing memorable is recorded of him afterwards. He died in 1635.

§ 10. Much was written by Ratke; much has been written about him; and those who wish to know more than the few particulars I have given may find all they want in Raumer or Barnard. The Innovator failed in gaining the applause of his contemporaries, and he does not seem to stand high in the respect of posterity; but he was a pioneer in the art of didactics, and the rules which Raumer has gathered from the *Methodus Institutionis nova*. . . . *Ratichii et Ratichianorum*, published by Rhenius at Leipzig in 1626, raise some of the most interesting points to which a teacher's attention can be directed. I will therefore state them, and say briefly what I think of them.

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1. Follow Nature. 2. One thing at a time.

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§ 11. I. *In everything we should follow the order of Nature. There is a certain natural sequence along which the human intelligence moves in acquiring knowledge. This sequence must be studied, and instruction must be based on the knowledge of it.*

Here, as in all teaching of the Reformers, we find "Nature" used as if the word stood for some definite idea. From the time of the Stoics we have been exhorted to "follow Nature." In more modern times the demand was well formulated by Picus of Mirandola: "Take no heed what thing many men do, but what thing the *very law of Nature*, what thing *very reason*, what thing *our Lord Himself* showeth thee to be done." (Trans. by Sir Thomas More, quoted in Seebohm, *Oxford Reformers*.)

Pope, always happy in expression but not always clear in thought, talks of—

"Unerring Nature, still divinely bright,  
One clear, unchanged, and universal light."

(*Essay on C.*, i, 70.)

But as Dr. W. T. Harris has well pointed out (*St. Louis, Mo., School Report*, '78, '79, p. 217), with this word "Nature" writers on education do a great deal of juggling. Some times they use it for the external world, including in it man's *unconscious* growth, sometimes they make it stand for the ideal. What sense does Ratke attach to it? One might have some difficulty in determining. Perhaps the best meaning we can nowadays find for his rule is: *study Psychology*.

§ 12. II. *One thing at a time.* Master one subject before you take up another. For each language master a single book. Go over it again and again till you have completely made it your own.

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### 3. Over and over again.

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In its crude form this rule could not be carried out. If the attempt were made the results would be no better than from the six months' course of Terence under Ratke. It is "against all Nature." to go on hammering away at one thing day after day without any change; and there is a point beyond which any attempt at thoroughness must end in simple stagnation. The rule then would have two fatal drawbacks: 1st, it would lead to monotony; 2nd, it would require a completeness of learning which to the young would be impossible. But in these days no one follows Ratke. On the other hand, concentration in study is often neglected, and our time-tables afford specimens of the most ingenious mosaic work, in which everything has a place, but in so small a quantity that the learners never find out what each thing really is. School subjects are like the clubs of the eastern tale, which did not give out their medicinal properties till the patient got warm in the use of them.

When a good hold on a subject has once been secured, short study, with considerable intervals between, may suffice to keep up and even increase the knowledge already obtained; but in matters of any difficulty, *e.g.*, in a new language, no start is ever made without allotting to it much more than two or three hours a week. It is perhaps a mistake to suppose that if a good deal of the language may be learnt by giving it ten hours a week, twice that amount might be acquired in twenty hours. It is a much greater mistake if we think that one-fifth of the amount might be acquired in two hours.

§ 13. III. *The same thing should be repeated over and over again.*

This is like the Jesuits' *Repetitio Mater Studiorum*; and the same notion was well developed 200 years later by Jacotot.



#### 4. Everything through the mother-tongue.

By Ratke's application of this rule some odd results were produced. The little Koetheners were drilled for German in a book of the Bible (Genesis was selected), and then for Latin in a play of Terence.

Unlike many "theoretical notions" this precept of Ratke's comes more and more into favour as the schoolmaster increases in age and experience. But we must be careful to take our pupils with us; and this repeating the same thing over and over may seem to them what marking time would seem to soldiers who wanted to march. Even more than the last rule this is open to the objections that monotony is deadening, and perfect attainment of anything but words impossible. In keeping to a subject then we must not rely on simple repetition. The rule now accepted is thus stated by Diesterweg:—"Every subject of instruction should be viewed from as many sides as possible, and as varied exercises as possible should be set on one and the same thing." The art of the master is shown in disguising repetition and bringing known things into new connection, so that they may partially at least retain their freshness.

§ 14. IV. *First let the mother-tongue be studied, and teach everything through the mother-tongue, so that the learner's attention may not be diverted to the language.*

We saw that Sturm, the leading schoolmaster of Renascence, tried to suppress the mother-tongue and substitute Latin for it. Against this a vigorous protest was made in this country by Mulcaster. And our language was never conquered by a foreign language, as German was conquered first by Latin and then by French. But "the tongues" have always had the lion's share of attention in the school-room, and though many have seen and Milton has said that "our understanding cannot in this body find itself



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5. Nothing on compulsion.

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but on sensible things," this truth is only now making its way into the schoolroom. Hitherto the foundation has hardly been laid before "the schoolmaster has stept in and staid the building by confounding the language."\* Ratke's protest against this will always be put to his credit in the history of education.

§ 15. V. *Everything without constraint.* "The young should not be beaten to make them learn or for not having learnt. It is compulsion and stripes that set young people against studying. Boys are often beaten for not having learnt, but they would have learnt had they been well taught. The human understanding is so formed that it has pleasure in receiving what it should retain: and this pleasure you destroy by your harshness. Where the master is skilful and judicious, the boys will take to him and to their lessons. Folly lurks indeed in the heart of the child and must be driven out with the rod; but not by the teacher."

Here at least there is nothing original in Ratke's precept. A goodly array of authorities have condemned learning "upon compulsion." This array extends at least as far as

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\* *Lectures and Essays: English in School*, by J. R. Seeley, p. 222. Elsewhere in the same lecture (p. 229) Professor Seeley says: "The schoolmaster might set this right. Every boy that enters the school is a *talking* creature. He is a performer, in his small degree, upon the same instrument as Milton and Shakespeare. Only do not sacrifice this advantage. Do not try by artificial and laborious processes to give him a new knowledge before you have developed that which he has already. Train and perfect the gift of speech, unfold all that is in it, and you train at the same time the power of thought and the power of intellectual sympathy, you enable your pupil to think the thoughts and to delight in the words of great philosophers and poets." I wish this lecture were published separately.

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6. Nothing to be learnt by heart.

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from Plato to Bishop Dupanloup. "In the case of the mind, no study pursued under compulsion remains rooted in the memory," says Plato.\* "Everything depends," says Dupanloup, "on what the teacher induces his pupils to do *freely*: for authority is not constraint—it ought to be inseparable from respect and devotion. I will respect human liberty in the smallest child." As far as I have observed there is only one class of persons whom the authorities from Plato to Dupanloup have failed to convince, and that is the schoolmasters. This is the class to which I have belonged, and I should not be prepared to take Plato's counsel: "Bring up your boys in their studies without constraint and in a playful manner." (*Ib.*) At the same time I see the importance of self-activity, and there is no such thing as self-activity upon compulsion. You can no more hurry thought with the cane than you can hurry a snail with a pin. So without interest there can be no proper learning. Interest must be aroused—even in Latin Grammar. But if they could choose their own occupation, the boys, however interested in their work, would probably find something else more interesting still. We cannot get on, and never shall, without the *must*.

§ 16. VI. *Nothing may be learnt by heart.*

It has always been a common mistake in the schoolroom to confound the power of running along a sequence of sounds with a mastery of the thought with which those sounds should be connected. But, as I have remarked elsewhere (*supra*, p. 74, note), the two things, though different, are not opposed. Too much is likely to be made of learning by heart, for of the two things the pupils find it the

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\* *Rep.* bk. vii, 536, *ad f.*; Davies and Vaughan, p. 264.

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 7. Uniformity. 8. Ne modus rei ante rem.
 

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easier, and the teacher the more easily tested. We may, however, guard against the abuse without giving up the use.

§ 17. VII.\* *Uniformity in all things.*

Both in the way of learning, and in the books, and the rules, a uniform method should be observed, says Ratke.

The right plan is for the learner to acquire familiar knowledge of one subject or part of a subject, and then use this for comparison when he learns beyond it. If the same method of learning is adopted throughout, this will render comparison more easy and more striking.†

§ 18. VIII. *The thing itself should come first, then whatever explains it.*

To those who do not with closed eyes cling to the method of their predecessors, this rule may seem founded on common-sense. Would any one but a "teacher," or a writer of school books, ever think of making children who do not know a word of French, learn about the French accents? And yet what Ratke said 250 years ago has not been disproved since: "*Accidens rei priusquam rem ipsam quaerere prorsus absonum et absurdum esse videtur,*" which I take to mean: "Before the learner has a notion of the thing itself, it is folly to worry him about its accidents or even its properties, essential or unessential. *Ne modus rei ante rem.*‡

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\* In Buisson (*Dictionnaire*) No. 7 is "The children must have frequent play, and a break after every lesson." Raumer connects this with No. 6, and says: "breaks were rendered necessary by Ratke's plan, which kept the learners far too silent."

† In the matter of grammar Ratke's advice, so long disregarded, has recently been followed in the "Parallel Grammar Series," published by Messrs. Sonnenschein.

‡ The ordinary teaching of almost every subject offers illustrations of

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 9. Per inductionem omnia.
 

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This rule of Ratke's warns teachers against a very common mistake. The subject is *to them* in full view, and they make the most minute observations on it. But these things cannot be seen by their pupils; and even if the beginner could see these minutiae, he would find in them neither interest nor advantage. But when we apply Ratke's principle more widely, we find ourselves involved in the great question whether our method should be based on synthesis or analysis, a question which Ratke's method did not settle for us.

§ 19. IX. *Everything by experience and examination of the parts.* Or as he states the rule in Latin: *Per inductionem et experimentum omnia.*

Nothing was to be received on authority, and this disciple of Bacon went beyond his master and took for his motto: *Vetustas cessit, ratio vicit* ("Age has yielded, reason prevailed"); as if reason must be brand-new, and truth might wax old and be ready to vanish away.

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the neglect of this principle. Take, *e.g.*, the way in which children are usually taught to read. First, they have to say the alphabet—a very easy task as it seems to us, but if we met with a strange word of *twenty-six syllables*, and that not a compound word, but one of which every syllable was new to us, we might have some difficulty in remembering it. And yet such a word would be to us what the alphabet is to a child. When he can perform this feat, he is next required to learn the visual symbols of the sounds and to connect these with the vocal symbols. Some of the vocal symbols bring the child in contact with the sound itself, but most are simply conventional. What notion does the child get of the aspirate from the name of the letter *h*? Having learnt twenty-six visual and twenty-six vocal symbols, and connected them together, the child *finally comes to the sounds* (over 40 in number) *which the symbols are supposed to represent.*



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### Slow progress in methods.

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has continued till now, and within the last few years both parties have made great advances in method. But in nothing does progress seem slower than in education; and the plan of grammar-teaching in vogue fifty years ago was inferior to the methods advocated by the old writers.\*

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\* See Mr. E. E. Bowen's vigorous essay on "Teaching by means of Grammar," in *Essays on a Liberal Education*, 1867.

I have returned to the subject of language-learning in § 15 of *Ja. et al.* in the *note*. See page 426.



## X.

## COMENIUS.

(1592-1671.)

§ 1. ONE of the most hopeful signs of the improvement of education is the rapid advance in the last thirty years of the fame of Comenius, and the growth of a large literature about the man and his ideas. Twenty-three years ago, when I first became interested in him, his name was hardly known beyond Germany. In English there was indeed an excellent life of him prefixed to a translation of his *School of Infancy*; but this work, by Daniel Benham (London, 1858), had not then, and has not now, anything like the circulation it deserves. A much more successful book has been Professor S. S. Laurie's *John Amos Comenius* (Cambridge University Press), and this is known to most, and should be to all, English students of education. By the Germans and French Comenius is now recognised as the man who first treated education in a scientific spirit, and who bequeathed the rudiments of a science to later ages. On this account the great library of pedagogy at Leipzig has been named in his honour the "Comenius Stiftung."

§ 2. John Amos Komensky or Comenius, the son of a miller, who belonged to the Moravian Brethren, was born,

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### Early years. His first book.

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at the Moravian village of Niwnic, in 1592. Of his early life we know nothing but what he himself tells us in the following passage:—"Losing both my parents while I was yet a child, I began, through the neglect of my guardians, but at sixteen years of age, to taste of the Latin tongue. Yet, by the goodness of God, that taste bred such a thirst in me, that I ceased not from that time, by all means and endeavours, to labour for the repairing of my lost years; and now not only for myself, but for the good of others also. For I could not but pity others also in this respect, especially in my own nation, which is too slothful and careless in matter of learning. Thereupon I was continually full of thoughts for the finding out of some means whereby more might be inflamed with the love of learning, and whereby learning itself might be made more compendious, both in matter of the charge and cost, and of the labour belonging thereto, that so the youth might be brought by a more easy method, unto some notable proficiency in learning."\* With these thoughts in his head, he pursued his studies in several German towns, especially at Herborn in Nassau. Here he saw the Report on Ratke's method published in 1612 for the Universities of Jena and Giessen; and we find him shortly afterwards writing his first book, *Grammaticæ facilioris Præcepta*, which was published at Prag in 1616. On his return to Moravia, he was appointed to the Brethren's school at Prerau, but (to use his own words) "being shortly after at the age of twenty-four called to the service of the Church, because *that divine function* challenged all my endeavours (divinumque HOC AGE præ

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\* Preface to the *Prodromus*.

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Troubles. Exile.

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oculis erat)" these scholastic cares were laid aside.\* His pastoral charge was at Fulneck, the headquarters of the Brethren. As such it soon felt the effects of the Battle of Prag, being in the following year (1621) taken and plundered by the Spaniards. On this occasion Comenius lost his MSS. and almost everything he possessed. The year after his wife died, and then his only child. In 1624 all Protestant ministers were banished, and in 1627 a new decree extended the banishment to Protestants of every description. Comenius bore up against wave after wave of calamity with Christian courage and resignation, and his writings at this period were of great value to his fellow-sufferers.

§ 3. For a time he found a hiding-place in the family of a Bohemian nobleman, Baron Sadowsky, at Slaupna, in the Bohemian mountains, and in this retirement, his attention was again directed to the science of teaching. The Baron had engaged Stadius, one of the proscribed, to educate his three sons, and, at Stadius' request, Comenius wrote "some canons of a better method," for his use. We find him, too, endeavouring to enrich the literature of his mother-tongue, making a metrical translation of the Psalms of David, and even writing imitations of Virgil, Ovid, and *Cato's Distichs*.

In 1627, however, the persecution waxed so hot, that Comenius, with most of the Brethren, had to flee their country, never to return. On crossing the border, Comenius and the exiles who accompanied him knelt down, and

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\* Preface to *Prodromus*, first edition, p. 40; second edition (1639), p. 78. The above is Hartlib's translation, see *A Reformation of Schools*, &c., pp. 46, 47.

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### Pedagogic studies at Leszna.

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prayed that God would not suffer His truth to fail out of their native land.

§ 4. Comenius had now, as Michelet says, lost his country and found his country, which was the world. Many of the banished, and Comenius among them, settled at the Polish town of Leszna, or, as the Germans call it, Lissa, near the Silesian frontier. Here there was an old-established school of the Brethren, in which Comenius found employment. Once more engaged in education, he earnestly set about improving the traditional methods. As he himself says,\* "Being by God's permission banished my country with divers others, and forced for my sustenance to apply myself to the instruction of youth, I gave my mind to the perusal of divers authors, and lighted upon many which in this age have made a beginning in reforming the method of studies, as Raticius, Helvicus, Rhenius, Ritterus, Glaumius, Cæcilius, and who indeed should have had the first place, Joannes Valentinus Andreae, a man of a nimble and clear brain; as also Campanella and the Lord Verulam, those famous restorers of philosophy;—by reading of whom I was raised in good hope, that at last those so many various sparks would conspire into a flame; yet observing here and there some defects and gaps as it were, I could not contain myself from attempting something that might rest upon an immovable foundation, and which, if it could be once found out, should not be subject to any ruin. Therefore, after many workings and tossings of my thoughts, by reducing everything to the immovable laws of Nature, I lighted upon

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\* Preface to *Prodromus*, first edition, p. 40; second edition, p. 79 *A Reformation, &c.*, p. 47.



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Didactic written. Janua published. Pansophy.

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my *Didactica Magna*; which shows the art of readily and solidly teaching all men all things."

§ 5. This work did not immediately see the light, but in 1631 Comenius published a book which made him and the little Polish town where he lived known throughout Europe and beyond it. This was the *Janua Linguarum Reserata*, or "Gate of Tongues unlocked." Writing about it many years afterwards he says that he never could have imagined that that little work, fitted only for children (*puerile istud opusculum*), would have been received with applause by all the learned world. Letters of congratulation came to him from every quarter; and the work was translated not only into Greek, Bohemian, Polish, Swedish, Belgian, English, French, Spanish, Italian, Hungarian, but also into Turkish, Arabic, Persian, and even "Mongolian, which is familiar to all the East Indies." (Dedication of *Schola Ludus* in vol. i. of collected works.)

§ 6. Incited by the applause of the learned, Comenius now planned a scheme of universal knowledge, to impart which a series of works would have to be written, far exceeding what the resources and industry of one man, however great a scholar, could produce. He therefore looked about for a patron to supply money for the support of himself and his assistants, whilst these works were in progress. "The vastness of the labours I contemplate," he writes to a Polish nobleman, "demands that I should have a wealthy patron, whether we look at their extent, or at the necessity of securing assistants, or at the expenses generally."

§ 7. At Leszna. there seemed no prospect of his obtaining the aid he required; but his fame now procured him invitations from distant countries. First he received a call



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Samuel Hartlib.

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to improve the schools of Sweden. After declining this he was induced by his English friends to undertake a journey to London, where Parliament had shown its interest in the matter of education, and had employed Hartlib,\* an enthusiastic admirer of Comenius, to attempt a reform. Probably through his family connections, Hartlib was on intimate terms with Comenius, and he had much influence

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\* Very interesting are the "immeasurable labours and intellectual efforts" of Master Samuel Hartlib, whom Milton addresses as "a person sent hither by some good providence from a far country, to be the occasion and incitement of great good to this island." (*Of Education*, A.D. 1644.) See Masson's *Life of Milton*, vol. iii; also biographical and bibliographical account of Hartlib by H. Dircks, 1865. Hartlib's mother was English. His father, when driven out of Poland by triumph of the Jesuits, settled at Elbing, where there was an English "Company of Merchants" with John Dury for their chaplain. Hartlib came to England not later than 1628, and devoted himself to the furtherance of a variety of schemes for the public good. He was one of those rare beings who labour to promote the schemes of others as if they were their own. He could, as he says, "contribute but little" himself, but "being carried forth to watch for the opportunities of provoking others, who can do more, to improve their talents, I have found experimentally that my endeavours have not been without effect." (Quoted by Dircks, p. 66.) The philosophy of Bacon seemed to have introduced an age of boundless improvement; and men like Comenius, Hartlib, Petty, and Dury, caught the first unchecked enthusiasm. "There is scarce one day," so Hartlib wrote to Robert Boyle, "and one hour of the day or night, being brim full with all manner of objects of the most public and universal nature, but my soul is crying out 'Phosphore redde diem! Quid gaudia nostra moraris? Phosphore redde diem!'"

But in this world Hartlib looked in vain for the day. The income of £300 a year allowed him by Parliament was £700 in arrears at the Restoration, and he had then nothing to hope. His last years were attended by much physical suffering and by extreme poverty. He died as Evelyn thought at Oxford in 1662, but this is uncertain.

### The Prodromus and Dilucidatio.

on his career. It would seem that Comenius, though never tired of forming magnificent schemes, hung back from putting anything into a definite shape. After the appearance of the *Janua Linguarum Reserata*, he planned a *Janua Rerum*, and even allowed that title to appear in "the list of new books to come forth at the next Mart at Frankford." \* But again he hesitated, and withdrew the announcement. Here Hartlib came in, and forced him into print without his intending or even knowing it ("præter meam spem et me inconsulto"; preface to *Conatuum Pansophicorum Dilucidatio*, 1638). Hartlib begged of Comenius a sketch of his great scheme, and with apologies to the author for not awaiting his consent, he published it at Oxford in 1637, under the title of *Conatuum Comenianorum Prælia*. Comenius accepted the *fait accompli* with the best grace he could—pleased at the stir the book made in the learned world, but galled by criticisms, especially by doubts of his orthodoxy. To refute the cavillers, he wrote a tract called *Conatuum Pansophicorum Dilucidatio* which was published in 1638. In 1639 Hartlib issued in London a new duodecimo edition of the *Prælia* (or, as he then called it, *Prodromus*) and the *Dilucidatio*, adding a dissertation by Comenius on the study of Latin. Now, when everything seemed ripe for a change in education, and Comenius himself was on his way to England, Hartlib translated the *Prodromus*, and when Comenius had come he published it with the title, *A Reformation of Schools*, 1642.†

§ 8. It was no doubt by Hartlib's influence that

\* *Dilucidatio*, Hartlib's trans., p. 65.

† The *Dilucidation*, as he calls it, is added. All the books above mentioned are in the Library of the British Museum under *Komensky*.

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### C. in London. Parliamentary schemes.

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Parliament had been led to summon Comenius, and at any other time the visit might have been "the occasion of great good to this island," but *inter arma silent magistri*, and Comenius went away again. This is the account he himself has left us:—

"When seriously proposing to abandon the thorny studies of Didactics, and pass on to the pleasing studies of philosophical truth, I find myself again among the same thorns. . . . After the *Pansophiæ Prodromus* had been published and dispersed through various kingdoms of Europe, many of the learned approved of the object and plan of the work, but despaired of its ever being accomplished by one man alone, and therefore advised that a college of learned men should be instituted to carry it into effect. Mr. S. Hartlib, who had forwarded the publication of the *Pansophiæ Prodromus* in England, laboured earnestly in this matter, and endeavoured, by every possible means, to bring together for this purpose a number of men of intellectual activity. And at length, having found one or two, he invited me also, with many very strong entreaties. My people having consented to the journey, I came to London on the very day of the autumnal equinox (September 22, 1641), and there at last learnt that I had been invited by the order of the Parliament. But as the Parliament, the King having then gone to Scotland [August 10], was dismissed for a three months' recess [not quite three months, but from September 9 to October 20], I was detained there through the winter, my friends mustering what pansophic apparatus they could, though it was but slender. . . . The Parliament meanwhile, having re-assembled, and our presence being known, I had orders to wait until they should have sufficient leisure from other business to appoint a Commission of

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C. driven away by Civil War.

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learned and wise men from their body for hearing us and considering the grounds of our design. They communicated also beforehand their thoughts of assigning to us some college with its revenues, whereby a certain number of learned and industrious men called from all nations might be honourably maintained, either for a term of years or in perpetuity. There was even named for the purpose *The Savoy* in London; *Winchester College* out of London was named; and again nearer the city, *Chelsea College*, inventories of which and of its revenues were communicated to us, so that nothing seemed more certain than that the design of the great Verulam, concerning the opening somewhere of a Universal College, devoted to the advancement of the Sciences could be carried out. But the rumour of the Insurrection in Ireland, and of the massacre in one night of more than 200,000 English [October, November], and the sudden departure of the King from London [January 10, 1641-2], and the plentiful signs of the bloody war about to break out disturbed these plans, and obliged me to hasten my return to my own people."\*

§ 9. While Comenius was in England, where he stayed till August, 1642, he received an invitation to France. This invitation, which he did not accept, came perhaps through his correspondent Mersenne, a man of great learning, who is said to have been highly esteemed and often consulted by Descartes. It is characteristic of the state of opinion in such matters in those days, that Mersenne tells Comenius of a certain Le Maire, by whose method a boy of six years old, might, with nine months' instruction, acquire a perfect knowledge of three languages. Mersenne

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\* Masson's *Milton*, vol. iii, p. 224, Prof. Masson is quoting *Opera Didactica*, tom. ii, Introd.

### In Sweden. Interviews with Oxenstiern.

also had dreams of a universal alphabet, and even of a universal language.

§ 10. Comenius' hopes of assistance in England being at an end, he thought of returning to Leszna; but a letter now reached him from a rich Dutch merchant, Lewis de Geer, who offered him a home and means for carrying out his plans. This Lewis de Geer, "the Grand Almoner of Europe," as Comenius calls him, displayed a princely munificence in the assistance he gave the exiled Protestants. At this time he was living at Nordcoping in Sweden. Comenius having now found such a patron as he was seeking, set out from England and joined him there.

§ 11. Soon after the arrival of Comenius in Sweden, the great Oxenstiern sent for him to Stockholm, and with John Skyte, the Chancellor of Upsal University, examined him and his system. "These two," as Comenius says, "exercised me in colloquy for four days, and chiefly the most illustrious Oxenstiern, that eagle of the North (*Aquila Aquilonius*). He inquired into the foundations of both my schemes, ~~the Didactic~~ and the Pansophic, so before by any of my learned critics. ~~that had been done~~ he examined the Didactics, and finally said: 'In my early age I perceived that our Method of Studies generally in use is a harsh and crude one (*violentum quiddam*), but where the thing stuck I could not find out. At length, having been sent by my King of glorious memory [*i.e.*, by Gustavus Adolphus], as ambassador into Germany, I conversed on the subject with various learned men. And when I had heard that Wolfgang Ratichius was toiling at an amended Method I had no rest of mind till I had him before me, but instead of talking on the subject, he put



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Oxenstiern criticises.

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into my hands a big quarto volume. I swallowed this trouble, and having turned over the whole book, I saw that he had detected well enough the maladies of our schools, but the remedies he proposed did not seem to me sufficient. Yours, Mr. Comenius, rest on firmer foundations. Go on with the work.' I answered that I had done all I could in those matters, and must now go on to others. 'I know,' said he, 'that you are toiling at greater affairs, for I have read your *Prodromus Pansophiæ*. That we will discuss to-morrow, I must now to public business.' Next day he began on my Pansophic attempts, and examined them with still greater severity. 'Are you a man,' he asked, 'who can bear contradiction?' 'I can,' said I, 'and for that reason my *Prodromus* or preliminary sketch was sent out first (not indeed that I sent it out myself, this was done by friends), that it might meet with criticism. And if we seek the criticism of all and sundry, how much more from men of mature wisdom and heroic reason?' He began accordingly to discourse against the hope of a better state of things arising from a rightly instituted study of Pansophia; first, objecting political reasons, then what was said in Scripture about 'the last times.' All which objections I so answered that he ended with these words: 'Into no one's mind do I think such things have come before. Stand upon these grounds of yours; so shall we some time come to agreement, or there will be no way left. My advice, however,' added he, 'is that you first do something for the schools, and bring the study of the Latin tongue to a greater facility; thus you will prepare the way for those greater matters.'" As Skyte and afterwards De Geer gave the same advice, Comenius felt himself constrained to follow it; so he agreed to settle at Elbing, in Prussia, and there write a work

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**Comenius at Elbing.**

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on teaching, in which the principles of the *Didactica Magna* should be worked out with especial reference to teaching languages. Notwithstanding the remonstrances of his English friends, to which Comenius would gladly have listened, he was kept by Oxenstiern and De Geer strictly to his agreement, and thus, much against his will, he was held fast for eight years in what he calls the "miry entanglements of logomachy."

§ 12. Elbing, where, after a journey to Leszna to fetch his family (for he had married again), Comenius now settled, is in West Prussia, thirty-six miles south-east of Dantzic. From 1577 to 1660 an English trading company was settled here, with which the family of Hartlib was connected. This perhaps was one reason why Comenius chose this town for his residence. But although he had a grant of £300 a year from Parliament, Hartlib, instead of assisting with money, seems at this time to have himself needed assistance, for in October, 1642, Comenius writes to De Geer that he fears Fundanius and Hartlib are suffering from want, and that he intends for them £200 promised by the London booksellers; he suggests that De Geer shall give them £30 each meanwhile. (Benham, p. 63.)

§ 13. The relation between Comenius and his patron naturally proved a difficult one. The Dutchman thought that as he supported Comenius, and contributed something more for the assistants, he might expect of Comenius that he would devote all his time to the scholastic treatise he had undertaken. Comenius, however, was a man of immense energy and of widely extended sympathies and connections. He was a "Bishop" of the religious body to which he belonged, and in this capacity he engaged in controversy, and attended some religious conferences. Then

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At Leszna again.

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again, pupils were pressed upon him, and as money to pay five writers whom he kept at work was always running short, he did not decline them. De Geer complained of this, and supplies were not furnished with wonted regularity. In 1647 Comenius writes to Hartlib that he is almost overwhelmed with cares, and sick to death of writing begging-letters. Yet in this year he found means to publish a book *On the Causes of this (i.e., the Thirty Years) War*, in which the Roman Catholics are attacked with great bitterness—a bitterness for which the position of the writer affords too good an excuse.

§ 14. The year 1648 brought with it the downfall of all Comenius' hopes of returning to his native land. The Peace of Westphalia was concluded without any provision being made for the restoration of the exiles. But though thus doomed to pass the remaining years of his life in banishment, Comenius, in this year, seemed to have found an escape from all his pecuniary difficulties. The Senior Bishop, the head of the Moravian Brethren, died, and Comenius was chosen to succeed him. In consequence of this, Comenius returned to Leszna, where due provision was made for him by the Brethren. Before he left Elbing, however, the fruit of his residence there, the *Methodus Linguarum Novissima*, had been submitted to a commission of learned Swedes, and approved of by them. The MS. went with him to Leszna, where it was published.

§ 15. As head of the Moravian Church, there now devolved upon Comenius the care of all the exiles, and his widespread reputation enabled him to get situations for many of them in all Protestant countries. But he was now so much connected with the science of education, that even his post at Leszna did not prevent his receiving and

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**Saros-Patak. Flight from Leszna.**

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accepting a call to reform the schools in Transylvania. A model school was formed at Saros-Patak, where there was a settlement of the banished Brethren, and in this school Comenius laboured from 1650 till 1654. At this time he wrote his most celebrated book, which is indeed only an abridgment of his *Janua* with the important addition of pictures, and sent it to Nürnberg, where it appeared three years later (1657): This was the famous *Orbis Pictus*.

§ 16. Full of trouble as Comenius' life had hitherto been, its greatest calamity was still before him. After he was again settled at Leszna, Poland was invaded by the Swedes, on which occasion the sympathies of the Brethren were with their fellow-Protestants, and Comenius was imprudent enough to write a congratulatory address to the Swedish King. A peace followed, by the terms of which, several towns, and Leszna among them, were made over to Sweden; but when the King withdrew, the Poles took up arms again, and Leszna, the headquarters of the Protestants, the town in which the chief of the Moravian Brethren had written his address welcoming the enemy, was taken and plundered.

Comenius and his family escaped, but his house was marked for special violence, and nothing was preserved. His sole remaining possessions were the clothes in which he and his family travelled. All his books and manuscripts were burnt, among them his valued work on Pansophia, and a Latin-Bohemian and Bohemian-Latin Dictionary, giving words, phrases, idioms, adages, and aphorisms—a book on which he had been labouring for forty years. "This loss," he writes, "I shall cease to lament only when I cease to breathe."

§ 17. After wandering for some time about Germany,



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Last years at Amsterdam.

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and being prostrated by fever at Hamburg, he at length came to Amsterdam, where Lawrence De Geer, the son of his deceased patron, gave him an asylum. Here were spent the remaining years of his life in ease and dignity. Compassion for his misfortunes was united with veneration for his learning and piety. He earned a sufficient income by giving instruction in the families of the wealthy; and by the liberality of De Geer he was enabled to publish a fine folio edition of all his writings on Education (1657). His political works, however, were to the last a source of trouble to him. His hostility to the Pope and the House of Hapsburg made him the dupe of certain "prophets" whose soothsayings he published as *Lux in Tenebris*. One of these prophets, who had announced that the Turk was to take Vienna, was executed at Pressburg, and the *Lux in Tenebris* at the same time burnt by the hangman. Before the news of this disgrace reached Amsterdam, Comenius was no more. He died in the year 1671, at the advanced age of eighty, and with him terminated the office of Chief Bishop among the Moravian Brethren.

§ 18. His long life had been full of trouble, and he saw little of the improvements he so earnestly desired and laboured after, but he continued the struggle hopefully to the end. In his seventy-seventh year he wrote these memorable words: "I thank God that I have all my life been a man of aspirations. . . . For the longing after good, however it spring up in the heart, is always a rill flowing from the Fountain of all good—from God."\* Labouring in

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\* *Unum Necessarium*, quoted by Raumer.

Compare George Eliot: "By desiring what is perfectly good, even when we don't quite know what it is, and cannot do what we would, we



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### Comenius sought true foundation.

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this spirit he did not toil in vain, and the historians of education have agreed in ranking him among the most influential as well as the most noble-minded of the Reformers.

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§ 19. Before Comenius, no one had brought the mind of a philosopher to bear practically on the subject of education. Montaigne and Bacon had advanced principles, leaving others to see to their application. A few able schoolmasters, Ascham, *e.g.*, had investigated new methods, but had made success in teaching the test to which they appealed, rather than any abstract principle. Comenius was at once a philosopher who had learnt of Bacon, and a schoolmaster who had earned his livelihood by teaching the rudiments. Dissatisfied with the state of education as he found it, he sought for a better system by an examination of the laws of Nature. Whatever is thus established is indeed on an immovable foundation, and, as Comenius himself says, "not liable to any ruin." It will hardly be disputed, when broadly stated, that there are laws of Nature which must be obeyed in dealing with the mind, as with the body. No doubt these laws are not so easily established in the first case as in the second, nor can we find them without much "groping" and some mistakes; but whoever in any way assists or even tries to assist in the discovery, deserves our gratitude; and greatly are

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are part of the Divine power against evil—widening the skirts of light and making the struggle with darkness narrower."—*Middlemarch*, bk. iv, p. 308 of first edition.

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Threefold life. Seeds of learning, virtue, piety.

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we indebted to him who first boldly set about the task, and devoted to it years of patient labour.

§ 20. Comenius has left voluminous Latin writings. Professor Laurie gives us the titles of the books connected with education, and they are in number forty-two: so there must be much repetition and indeed retractation; for Comenius was always learning, and one of his last books was *Ventilabrum Sapientiae, sive sapienter sua retractandi Ars*—i.e., "Wisdom's Winnowing-machine, or the Art of wisely withdrawing one's own assertions." We owe much to Professor Laurie, who has served as a *ventilabrum* and left us a succinct and clear account of the Reformer's teaching. I have read little of the writings of Comenius except the German translation of the "Great Didactic," from which the following is taken.

§ 21. We live, says Comenius, a threefold life—a vegetative, an animal, and an intellectual or spiritual. Of these, the first is perfect in the womb, the last in heaven. He is happy who comes with healthy body into the world, much more he who goes with healthy spirit out of it. According to the heavenly idea, man should (1) know all things; (2) should be master of all things, and of himself; (3) should refer everything to God. So that within us Nature has implanted the seeds of (1) learning, (2) virtue, and (3) piety. To bring these seeds to maturity is the object of education. All men require education, and God has made children unfit for other employments that they may have leisure to learn.

§ 22. But schools have failed, and instead of keeping to the true object of education, and teaching the foundations, relations, and intentions of all the most important things, they have neglected even the mother tongue, and confined the teaching to Latin; and yet that has been so badly

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*Omnia sponte fluant. Analogies.*

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taught, and so much time has been wasted over grammar rules and dictionaries, that from ten to twenty years are spent in acquiring as much knowledge of Latin as is speedily acquired of any modern tongue.

§ 23. The cause of this want of success is that the system does not follow Nature. Everything natural goes smoothly and easily. There must therefore be no pressure. Learning should come to children as swimming to fish, flying to birds, running to animals. As Aristotle says, the desire of knowledge is implanted in man: and the mind grows as the body does—by taking proper nourishment, not by being stretched on the rack.

§ 24. If we would ascertain how teaching and learning are to have good results, we must look to the known processes of Nature and Art. A man sows seed, and it comes up he knows not how, but in sowing it he must attend to the requirements of Nature. Let us then look to Nature to find out how knowledge takes root in young minds. We find that Nature waits for the fit time. Then, too, she has prepared the material before she gives it form. In our teaching we constantly run counter to these principles of hers. We give instruction before the young minds are ready to receive it. We give the form before the material. Words are taught before the things to which they refer. When a foreign tongue is to be taught, we commonly give the form, *i.e.*, the grammatical rules, before we give the material, *i.e.*, the language, to which the rules apply. We should begin with an author, or properly prepared translation-book, and abstract rules should never come before the examples.

§ 25. Again, Nature begins each of her works with its inmost part. Moreover, the crude form comes first, then

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Analogies of growth.

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the elaboration of the parts. The architect, acting on this principle, first makes a rough plan or model, and then by degrees designs the details; last of all he attends to the ornamentation. In teaching, then, let the inmost part, *i.e.*, the understanding of the subject, come first; then let the thing understood be used to exercise the memory, the speech, and the hands; and let every language, science, and art be taught first in its rudimentary outline; then more completely with examples and rules; finally, with exceptions and anomalies. Instead of this, some teachers are foolish enough to require beginners to get up all the anomalies in Latin Grammar, and the dialects in Greek.

§ 26. Again, as Nature does nothing *per saltum*, nor halts when she has begun, the whole course of studies should be arranged in strict order, so that the earlier studies prepare the way for the later. Every year, every month, every day and hour even, should have its task marked out beforehand, and the plan should be rigidly carried out. Much loss is occasioned by absence of boys from school, and by changes in the instruction. Iron that might be wrought with one heating should not be allowed to get cold, and be heated over and over again.

§ 27. Nature protects her work from injurious influences, so boys should be kept from injurious companionships and books.

§ 28. In a chapter devoted to the principles of easy teaching, Comenius lays down, among rules similar to the foregoing, that children will learn if they are taught only what they have a desire to learn, with due regard to their age and the method of instruction, and especially when everything is first taught by means of the senses. On this point Comenius laid great stress, and he was the first who



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### Senses. Foster desire of knowledge.

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did so. Education should proceed, he said, in the following order: first, educate the senses, then the memory, then the intellect; last of all the critical faculty. This is the order of Nature. The child first perceives through the senses. "*Nihil est in intellectu quod non prius fuerit in sensu.*" Everything in the intellect must have come through the senses." These perceptions are stored in the memory, and called up by the imagination.\* By comparing one with another, the understanding forms general ideas, and at length the judgment decides between the false and the true. By keeping to this order, Comenius believed it would be possible to make learning entirely pleasant to the pupils, however young. Here Comenius went even further than the Jesuits. They wished to make learning pleasant, but despaired of doing this except by external influences, emulation and the like. Comenius did not neglect external means to make the road to learning agreeable. Like the Jesuits, he would have short school-hours, and would make great use of praise and blame, but he did not depend, as they did almost exclusively, on emulation. He would have the desire of learning fostered in every possible way—by parents, by teachers, by school buildings and apparatus, by the subjects themselves, by the method of teaching them, and lastly, by the public authorities. (1) The parents must praise learning and learned men, must show children beautiful books, &c., must treat the teachers with great respect. (2) The teacher must be kind and fatherly, he must distribute praise and reward, and must always, where it is possible, give the children something to look at. (3) The school buildings must be light, airy, and cheerful, and

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\* Compare Mulcaster, *supra*, p. 94.



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No punishments. Words and things together.

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well furnished with apparatus, as pictures, maps, models, collections of specimens. (4) The subjects taught must not be too hard for the learner's comprehension, and the more entertaining parts of them must be especially dwelt upon. (5) The method must be natural, and everything that is not essential to the subject or is beyond the pupil must be omitted. Fables and allegories should be introduced, and enigmas given for the pupils to guess. (6) The authorities must appoint public examinations and reward merit.

§ 29. Nature helps herself in various ways, so the pupils should have every assistance given them. It should especially be made clear what the pupils are to learn, and how they should learn it.

§ 30. The pupils should be punished for offences against morals only. If they do not learn, the fault is with the teacher.

§ 31. One of Comenius's most distinctive principles was that there should no longer be "*infelix divortium rerum et verborum*, the wretched divorce of words from things" (the phrase, I think, is Campanella's), but that knowledge of *things* and words should go together. This, together with his desire of submitting everything to the pupil's senses, would have introduced a great change into the course of instruction, which was then, as it has for the most part continued, purely literary. We should learn, says Comenius, as much as possible, not from books, but from the great book of Nature, from heaven and earth, from oaks and beeches.

§ 32. When languages are to be learnt, he would have them taught separately. Till the pupil is from eight to ten years old, he should be instructed only in the mother-

### Languages. System of schools.

tongue, and about things. Then other languages can be acquired in about a year each; Latin (which is to be studied more thoroughly) in about two years. Every language must be learnt by use rather than by rules, *i.e.*, it must be learnt by hearing, reading and re-reading, transcribing, attempting imitations in writing and orally, and by using the language in conversation. Rules assist and confirm practice, but they must come after, not before it. The first exercises in a language should take for their subject something of which the sense is already known, so that the mind may be fixed on the words and their connections.\* The Catechism and Bible History may be used for this purpose.

§ 33. Considering the classical authors not suited to boys' understanding, and not fit for the education of Christians, Comenius proposed writing a set of Latin manuals for the different stages between childhood and manhood: these were to be called "Vestibulum," "Janua," "Palatium" or "Atrium," "Thesaurus." The "Vestibulum," "Janua," and "Atrium" were really carried out.

§ 34. In Comenius's scheme there were to be four kinds of schools for a perfect educational course:—1st, the mother's breast for infancy; 2nd, the public vernacular school for children, to which all should be sent from six years old till twelve; 3rd, the Latin school or Gymnasium; 4th, residence at a University and travelling, to complete the course. The public schools were to be for all classes alike, and for girls† as well as boys.

\* Comenius here follows Ratke, who, as I have mentioned above (p. 116), required beginners to study the translation *before the original*.

† Professor Masson (*Life of Milton*, vol. iii, p. 205, *note*) gives us the following from chap. ix (cols. 42-44), of the *Didactica Magna*:—

### Mother-tongue School. Girls.

§ 35. Most boys and girls in every community would stop at the vernacular school; and as this school is a very distinctive feature in Comenius's plan, it may be worth while to give his programme of studies. In this school the children should learn—1st, to read and write the mother-tongue *well*, both with writing and printing letters; 2nd, to compose grammatically; 3rd, to cipher; 4th, to measure and weigh; 5th, to sing, at first popular airs, then from music; 6th, to say by heart, sacred psalms and hymns; 7th, Catechism, Bible History, and texts; 8th, moral rules, with examples; 9th, economics and politics, as far as they could be understood; 10th, general history of the world; 11th,

“Nor, to say something particularly on this subject, can any sufficient reason be given why the weaker sex [*seguior sexus*, literally the *later* or *following* sex, is his phrase, borrowed from Apuleius, and, though the phrase is usually translated the inferior sex, it seems to have been chosen by Comenius to avoid that implication] should be wholly shut out from liberal studies whether in the native tongue or in Latin. For equally are they God's image; equally are they partakers of grace, and of the Kingdom to come; equally are they furnished with minds agile and capable of wisdom, yea, often beyond our sex; equally to them is there a possibility of attaining high distinction, inasmuch as they have often been employed by God Himself for the government of peoples, the bestowing of wholesome counsels on Kings and Princes, the science of medicine and other things useful to the human race, nay even the prophetic office, and the rattling reprimand of Priests and Bishops [*etiam ad propheticum munus, et increpandos Sacerdotes Episcoposque*, are the words; and as the treatise was prepared for the press in 1638 one detects a reference, by the Moravian Brother in Poland to the recent fame of Jenny Geddes, of Scotland]. Why then should we admit them to the alphabet, but afterwards debar them from books? Do we fear their rashness? The more we occupy their thoughts, the less room will there be in them for rashness, which springs generally from vacuity of mind.”

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**School teaching. Mother's teaching.**

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figure of the earth and motion of stars, &c., physics and geography, especially of native land; 12th, general knowledge of arts and handicrafts.

§ 36. Each school was to be divided into six classes, corresponding to the six years the pupil should spend in it. The hours of work were to be, in school, two hours in the morning and two in the afternoon, with nearly the same amount of private study. In the morning the mind and memory were to be exercised, in the afternoon the hands and voice. Each class was to have its proper lesson-book written expressly for it, so as to contain everything that class had to learn. When a lesson was to be got by heart from the book, the teacher was first to read it to the class, explain it, and re-read it; the boys then to read it aloud by turns till one of them offered to repeat it without book; the others were to do the same as soon as they were able, till all had repeated it. This lesson was then to be worked over again as a writing lesson, &c. In the higher forms of the vernacular school a modern language was to be taught and duly practised.

§ 37. Here we see a regular school course projected which differed essentially from the only complete school course still earlier, that of the Jesuits. In education Comenius was immeasurably in advance of Loyola and Aquaviva. Like the great thinkers, Pestalozzi and Froebel, who most resemble him, he thought of the development of the child from its birth; and in a singularly wise little book, called *Schola materni gremii*, or "School of the Mother's Breast," he has given advice for bringing up children to the age of six.\*

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\* Translated by Daniel Benham as *The School of Infancy*. London, 1853.



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Comenius and the Kindergarten.

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§ 38. Very interesting are the hints here given, in which we get the first approaches to Kindergarten training. Comenius saw that, much as their elders might do to develop children's powers of thought and expression, "yet children of the same age and the same manners and habits are of greater service still. When they talk or play together, they sharpen each other more effectually; for the one does not surpass the other in depth of invention, and there is among them no assumption of superiority of the one over the other, only love, candour, free questionings and answers" (*School of Infancy*, vi, 12, p. 38).\* The constant activity of children must be provided for. "It is better to play than to be idle, for during play the mind is intent on some object which often sharpens the abilities. In this way children may be early exercised to an active life without any difficulty, since Nature herself stirs them up to be doing something" (*Id.* ix, 15, p. 55). "In the second, third, fourth years, &c., let their spirits be stirred up by means of agreeable play with them or their playing among themselves. . . . Nay, if some little occupation can be conveniently provided for the child's eyes, ears, or other senses, these will contribute to its vigour of mind and body" (*Id.* vi, 21, p. 31).

§ 39. We have the usual cautions against forcing.

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\* Here Comenius seems to be thinking of the intercourse of children when no older companion is present; Froebel made more of the very different intercourse when their thoughts and actions are led by some one who has studied how to lead them. Children constantly want help from their elders even in amusing themselves. On the other hand, it is only the very wisest of mortals who can give help enough and *no more*. Self-dependence may sometimes be cultivated by "a little wholesome neglect."



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Starting points of the sciences.

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"Early fruit is useful for the day, but will not keep; whereas late fruit may be kept all the year. As some natural capacities would fly, as it were, before the sixth, the fifth, or even the fourth year, yet it will be beneficial rather to restrain than permit this; but very much worse to enforce it." "It is safer that the brain be rightly consolidated before it begin to sustain labours: in a little child the whole *bregma* is scarcely closed and the brain consolidated within the fifth or sixth year. It is sufficient, therefore, for this age to comprehend spontaneously, imperceptibly and as it were in play, so much as is employed in the domestic circle" (*Ib.* chap. xi).

§ 40. One disastrous tendency has always shown itself in the schoolroom—the tendency to sever all connection between studies in the schoolroom and life outside. The young pack away their knowledge as it were in water-tight compartments, where it may lie conveniently till the scholastic voyage is over and it can be again unshipped.\* Against this tendency many great teachers have striven, and none more vigorously than Comenius. Like Pestalozzi he sought to resolve everything into its simplest elements, and he finds the commencements before the school age. In the *School of Infancy* he says (speaking of rhetoric), "My aim is to shew, although this is not generally attended to, that the roots of all sciences and arts in every instance

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\* Comical and at the same time melancholy results follow. In an elementary school, where the children "took up" geography for the Inspector, I once put some questions about St. Paul at Rome. I asked in what country Rome was, but nobody seemed to have heard of such a place. "It's geography!" said I, and some twenty hands went up directly: their owners now answered quite readily, "In Italy."

### Beginnings in Geography, History, &c.

arise as early as in the tender age, and that on these foundations it is neither impossible nor difficult for the whole superstructure to be laid; provided always that we act reasonably with a reasonable creature" (vij, 6, p. 46). This principle he applies in his chapter, "How children ought to be accustomed to an active life and perpetual employment" (chap. vij). In the fourth and fifth year their powers are to be drawn out in mechanical or architectural efforts, in drawing and writing, in music, in arithmetic, geometry, and dialectics. For arithmetic in the fourth, fifth, or sixth year, it will be sufficient if they count up to twenty; and they may be taught to play at "odd and even." In geometry they may learn in the fourth year what are lines, what are squares, what are circles; also the usual measures—foot, pint, quart, &c., and soon they should try to measure and weigh for themselves. Similar beginnings are found for other sciences such as physics, astronomy, geography, history, economics, and politics. "The elements of *geography* will be during the course of the first year and thenceforward, when children begin to distinguish between their cradles and their mother's bosom" (vj, 6, p. 34). As this geographical knowledge extends, they discover "what a field is, what a mountain, forest, meadow, river" (iv, 9, p. 17). "The beginning of *history* will be, to be able to remember what was done yesterday, what recently, what a year ago."\* (*Ib.*)

§ 41. In this book Comenius is careful to provide

\* "A talent for History may be said to be born with us, as our chief inheritance. In a certain sense all men are historians. Is not every memory written quite full of annals . . . ? Our very speech is curiously historical. Most men, you may observe, speak only to narrate." (Carlyle on *History*. Miscellanies.)

### Drawing. Education for all.

children with occupation for "*mind and hand*" (iv, 10, p. 18). Drawing is to be practised by all. "It matters not," says Comenius, "whether the objects be correctly drawn or otherwise *provided that they afford delight to the mind.*"\*

§ 42. We see then that this restless thinker considered the entire course of a child's bringing-up from the cradle to maturity; and we cannot doubt that Raumer is right in saying, "The influence of Comenius on subsequent thinkers and workers in education, especially on the Methodizers, is incalculable." (*Gesch. d. P.*, ij, "Comenius," § 10.)

Before we think of his methods and school books, let us inquire what he did for education that has proved to be on a solid foundation and "not liable to any ruin."

§ 43. He was the first to reach a standpoint which was and perhaps always will be above the heads of "the practical men," and demand *education for all*. "We design for all who have been born human beings, general instruction to fit them for everything human. They must, therefore, as far as possible be taught together, so that they may mutually draw each other out, enliven and stimulate. Of the 'mother-tongue school' the end and aim will be, that all the youth of both sexes between the sixth and the twelfth or thirteenth years be taught those things which will be useful to them all their life long"†

\* South Kensington, which controls the drawing of millions of children, says precisely the opposite, and prescribes a kind of drawing, which, though it may give manual skill to adults, does not "afford delight" to the mind of children.

† "Generalem nos intendimus institutionem omnium qui homines nati sunt, ad omnia humana. . . Vernaculæ (scholæ) scopus metaque erit, ut omnis juvenus utriusque sexus, intra annum sextum et duodecimum seu decimum tertium, ea addoceatur quorum usus per totam vitam se

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### Scientific and Religious Agreement.

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In these days we often hear controversies between the men of science and the ministers of religion. It is as far beyond my intention as it is beyond my abilities to discuss how far the antithesis between religion and science is a true one; but our subject sometimes forces us to observe that religion and science often bring thinkers by different paths to the same result; *e.g.*, they both refuse to recognise class distinctions and make us see an essential unity underlying superficial variations. In Comenius we have an earnest Christian minister who was also an enthusiast for science. Moreover he was without social and virtually without national restrictions, and he was thus in a good position for expressing freely and without bias what both his science and his religion taught him. "Not only are the children of the rich and noble to be drawn to the school, but all alike, gentle and simple, rich and poor, boys and girls, in great towns and small, down to the country villages. And for this reason. Every one who is born a human being is born with this intent—that he should be a human being, that is, a reasonable creature ruling over the other creatures and bearing the likeness of his Maker." (*Didactica M.* ix, § 1.) This sounds to me nobler than the utterances of Rousseau and the French Revolutionists, not to mention Locke who fell back on considering merely "the gentleman's calling." Even Bishop Butler a century after Comenius hardly takes so firm a ground, though he lays it down that "children

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extendat." I quote this Latin from the excellent article *Comenius* (by several writers) in Buisson's *Dictionnaire*. It is a great thing to get an author's exact words. Unfortunately the writer in the *Dictionnaire* follows custom and does not give the means of verifying the quotation. Comenius in Latin I have never seen except in the British Museum.



### Bp. Butler on Educating the Poor.

have as much right to some proper education as to have their lives preserved.”\*

§ 44. The first man who demanded training for every human being *because he or she was a human being* must always be thought of with respect and gratitude by all who care either for science or religion. It has taken us 250 years to reach the standpoint of Comenius; but we have reached it, or almost reached it at last, and when we have once got hold of the idea we are not likely to lose it again. The only question is whether we shall not go on and in the end agree with Comenius that the primary school shall be for rich and poor alike. At present the practical men, in England especially, have things all their own way; but their horizon is and must be very limited. They have already had

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\* In Sermon on Charity Schools, A.D. 1745. The Bishop points out that “training up children is a very different thing from merely teaching them some truths necessary to be known or believed.” He goes into the historical aspect of the subject. As since the days of Elizabeth there has been legal provision for the maintenance of the poor, there has been “need also of some particular legal provision in behalf of poor children for their *education*; this not being included in what we call maintenance.” “But,” says the Bishop, “it might be necessary that a burden so entirely new as that of a poor-tax was at the time I am speaking of, should be as light as possible. Thus the legal provision for the poor was first settled without any particular consideration of that additional want in the case of children; as it still remains with scarce any alteration in this respect.” And *remained* for nearly a century longer. Great changes naturally followed and will follow from the extension of the franchise; and another century will probably see us with a Folkschool worthy of its importance. By that time we shall no longer be open to the sarcasm of “the foreign friend:” “It is highly instructive to visit English elementary schools, for there you find everything that should be avoided.” (M. Braun quoted by Mr. A. Sonnenschein. The *Old Code* was in force.)



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Comenius and Bacon.

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to adjust themselves to many things which their predecessors declared to be "quite impracticable—indeed impossible." May not their successors in like manner get accustomed to other "impossible" things, this scheme of Comenius among them?

§ 45. The champions of realism have always recognised Comenius as one of their earliest leaders. Bacon had just given voice to the scientific spirit which had at length rebelled against the literary spirit dominant at the Renaissance, and had begun to turn from all that had been thought and said about Nature, straight to Nature herself. Comenius was the professed disciple of "the noble Verulam, who," said he, "has given us the true key of Nature." Furnished with this key, Comenius would unlock the door of the treasure-house for himself. "It grieved me," he says, "that I saw most noble Verulam present us indeed with a true key of Nature, but not to open the secrets of Nature, only shewing us by a few examples how they were to be opened, and leave [*i.e.*, leaving] the rest to depend on observations and inductions continued for several ages." Comenius thought that by the light of the senses, of reason, and of the Bible, he might advance faster. "For what? Are not we as well as the old philosophers placed in Nature's garden? Why then do we not cast about our eyes, nostrils, and ears as well as they? Why should we learn the works of Nature of any other master rather than of these our senses? Why do we not, I say, turn over the living book of the world instead of dead papers? In it we may contemplate more things and with greater delight and profit than any one can tell us. If we have anywhere need of an interpreter, the Maker of Nature is the best interpreter Himself." (Preface to *Naturall Philosophie reformed*. English trans., 1651.)

### "Everything Through the Senses."

§ 46. Several things are involved in this so-called "realism." First, Comenius would fix the mind of learners on material objects. Secondly, he would have them acquire notions of these for themselves through the senses. From these two principles he drew the corollary that the vast accumulation of traditional learning and literature must be thrown overboard. Most reached the study of things has been

§ 47. The demand for the idea we are talking cannot in the body best formulated by one of the other we shall arrive so clearly to Milton. "Because our understanding the primary source found itself but on sensible things, nor the practical reason, in the knowledge of God and things invisible, as by orderly conning over the visible and inferior creature, the same method is necessarily to be followed in all discreet teaching." (*To Hartlib.*) Its material surroundings then are to be the subjects on which the mind of the child must be fixed. This being settled, Comenius demands that the child's knowledge shall not be *verbal* but *real* realism, knowledge derived at first hand through the senses.\*

§ 48. On this subject Comenius may speak for himself: "The ground of this business is, that sensual objects [we now say *sensible*: why not *sensuous*?] be rightly presented to the senses, for fear they may not be received. I say, and say it again aloud, that this last is the foundation of all the rest: because we can neither act nor speak wisely, unless

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\* "Adhuc sub iudice lis est." I find the editor of an American educational paper brandishing in the face of an opponent as a quotation from Professor N. A. Calkins' "Ear and Voice Training": "The senses are the only powers by which children can gain the elements of knowledge; and until these have been trained to act, no definite knowledge can be acquired." But Calkins says, "act, under direction of the mind."

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### Error of Neglecting the Senses.

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we first rightly understand all the things which are to be done and whereof we have to speak. Now there is nothing in the understanding which was not before in the sense. And therefore to exercise the senses well about the right perceiving the differences of things will be to lay the grounds for all wisdom and all wise discourse and all discreet actions in one's course of life. Which, because it is commonly neglected in Schools, and the things that are to be learned are offered to scholars without their being understood or being rightly presented to the senses, it cometh to pass that the work of teaching and learning goeth heavily onward and affordeth little benefit." (Preface to *Orbis Pictus*, Hoole's trans. A.D. 1658.)

§ 49. Without going into any metaphysical discussion, we must all agree that a vast amount of impressions come to children through the senses, and that it is by the exercise of the senses that they learn most readily. As Comenius says: "The senses (being the main guides of childhood, because therein the mind doth not as yet raise up it self to an abstracted contemplation of things) evermore seek their own objects; and if these be away, they grow dull, and wry themselves hither and thither out of a weariness of themselves: but when their objects are present, they grow merry, wax lively, and willingly suffer themselves to be fastened upon them till the thing be sufficiently discerned." (P. to *Orbis*.) This truth lay at the root of most of the methods of Pestalozzi; and though it has had little effect on teaching in England (where for the word *anschaulich* there is no equivalent), everything that goes on in a German Folkschool has reference to it.

§ 50. For children then Comenius gave good counsel when he would have their senses exercised on the world

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Insufficiency of the Senses.

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about them. But after all, whatever may be thought of the proposition that all knowledge comes through the senses, we must not ignore what is bequeathed to us, both in science and in literature. Comenius says: "And now I beseech you let this be our business that the schools may cease to *persuade* and begin to *demonstrate*; cease to *dispute* and begin to *look*; cease lastly to *believe* and begin to *know*. For that Aristotellical maxim '*Discentem oportet credere*, A learner must believe,' is as tyrannical as it is dangerous; so also is that same Pythagorean '*Ipse dixit*, The Master has said it.' Let no man be compelled to swear to his Master's words, but let the things themselves constrain the intellect." (P. to *Nat. Phil. R.*) But the things themselves will not take us far. Even in Natural Science we need teachers, for Science is not reached through the senses but through the intellectual grasp of knowledge which has been accumulating for centuries. If the education of times past has neglected the senses, we must not demand that the education of the future should care for the senses only. There is as yet little danger of our thinking too much of physical education; but we sometimes hear reformers talking as if the true ideal were sketched in "Locksley Hall:"

"Iron-jointed, supple-sinew'd, they shall dive, and they shall run,  
Catch the wild goat by the hair, and hurl their lances in the sun,  
Whistle back the parrot's call, and leap the rainbows of the brooks;  
Not with blinded eyesight poring over miserable books."

There seems, however, still some reason for counting "the gray barbarian lower than the Christian child." And the reason is that we are "the heirs of all the ages." Our education must enable every child to enter in some measure on his inheritance; and not a few of our most precious heir-



## C. undervalued the Past.

looms will be found not only in scientific discoveries but also in those great works of literature which the votaries of science are apt to despise as "miserable books." This truth was not duly appreciated by Comenius. As Professor Laurie well says, "he accepted only in a half-hearted way the products of the genius of past ages." (Laurie's *C.*, p. 22.) In his day there was a violent reaction from the Renaissance passion for literature, and Comenius would entirely banish from education the only literatures which were then important, the "heathen" literatures of Greece and Rome. "Our most learned men," says he, "even among the theologians take from Christ only the mask: the blood and life they draw from Aristotle and a crowd of other heathens." (See Paulsen's *Gesch.*, pp. 312, ff.) So for Cicero and Virgil he would substitute, and his contemporaries at first seemed willing to accept, the *Janua Linguarum*. But though there may be much more "real" knowledge in the *Janua*, the classics have survived it.\*

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\* "What do you learn from 'Paradise Lost'? Nothing at all. What do you learn from a cookery book? Something new, something that you did not know before, in every paragraph. But would you therefore put the wretched cookery book on a higher level of estimation than the divine poem? What you owe to Milton is not any *knowledge*, of which a million separate items are but a million of advancing steps on the same earthly level; what you owe is *power*, that is, exercise and expansion to your own latent capacity of sympathy with the infinite, where every pulse and each separate influx is a step upward—a step ascending as upon a Jacob's ladder from earth to mysterious altitudes above the earth. All the steps of knowledge from first to last carry you further on the same plane, but could never raise you one foot above your ancient level of earth; whereas the very *first* step in power is a flight, is an ascending into another element where earth is forgotten." I have met with this as a quotation from De Quincey.



### Literature and Science.

In these days there is a passion for the study of things which in its intensity resembles the Renaissance passion for literature. There is a craving for knowledge, and we know only the truths we can verify; so this craving must be satisfied, not by words, but things. And yet that domain which the physicists contemptuously describe as the study of words must not be lost sight of, indeed cannot be, either by young or old. As Matthew Arnold has said, "those who are for giving to natural knowledge the chief place in the education of the majority of mankind leave one important thing out of their account—the constitution of human nature."

"We live by Admiration, Hope, and Love,  
And e'en as these are well and wisely fixed,  
In dignity of being we ascend."

So says Wordsworth, and if this assertion cannot be verified, no more can it be disproved; that the words have become almost proverbial shows that it commends itself to the general consciousness. Whatever knowledge we may acquire, it will have little effect on our lives unless we can "relate it" (again to use Matthew Arnold's words), "to our sense of conduct and our sense of beauty." (*Discourses in America*. "Literature and Science.") So long as we retain our sense for these, "the humanities" are safe. Like Milton we may have no inclination to study "modern Januas," but we shall not cease to value many of the works which the *Janua* of Comenius was supposed to have supplanted.\*

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\* When I visited (some years ago) the "École Modèle" at Brussels I was told that books were used for *nothing* except for learning to read. Comenius was saved from this consequence of his realism by his fervent Christianity. He valued the study of the Bible as highly as the Re-

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C.'s use of Analogies.

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§ 51. "Analogies are good for illustration, not for proof." If Comenius had accepted this caution, he would have escaped much useless labour, and might have had a better foundation for his rules than fanciful applications of

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nascence scholars valued the study of the classics, though for a very different reason. He cared for the Bible not as literature, but as the highest authority on the problems of existence. Those who, like Matthew Arnold, may attribute to it far less authority may still treasure it as literature, while those who despise literature and recognise no authority above things would limit us to the curriculum of the "Ecole Modèle" and care for natural science only.

In this country we are fortunately able to advocate some reforms which were suggested by the realism of Comenius without incurring any suspicion of rejecting his Christianity. It is singular to see how the highest authorities of to-day—men conversant with the subject on the side of practice as well as theory—hold precisely the language which practical men have been wont to laugh at as "theoretical nonsense" ever since the days of Comenius. A striking instance will be found in a lecture by the Principal of the Battersea Training College (Rev. Canon Daniel) as reported in *Educational Times*, July, 1889. Compare what Comenius said (*supra* p. 151) with the following: "Children are not sufficiently required to use their senses. They are allowed to observe by deputy. They look at Nature through the spectacles of Books, and through the eyes of the teacher, but do not observe for themselves. It might be expected that in object lessons and science lessons, which are specially intended to cultivate the observing faculty, this fault would be avoided, but I do not find that such is the case. I often hear lessons on objects that are not object lessons at all. The object is not allowed to speak for itself, eloquent though it is, and capable though it is of adapting its teaching to the youngest child who interrogates it. The teacher buries it under a heap of words and second-hand statements, thereby converting the object lesson into a verbal lesson and throwing away golden opportunities of forming the scientific habit of mind. Now mental science teaches us that our knowledge of the sensible qualities of the material world can come to us only through our senses, and through the right senses. If we had no senses we should know nothing about

### Thought-studies and Label-studies.

what he observed in the external world. "Comenius" as August Vogel has said, "is unquestionably right in wishing to draw his principles of education from Nature; but instead of examining the proper constitution and nature of man, and

the material world at all; if we had a sense less we should be cut off from a whole class of facts; if we had as many senses as are ascribed to the inhabitants of Sirius in Voltaire's novel, our knowledge would be proportionately greater than it is now. Words cannot compensate for sensations. The eloquence of a Cicero would not explain to a deaf man what music is, or to a blind man what scarlet is. Yet I have frequently seen teachers wholly disregard these obvious truths. They have taught as though their pupils had eyes that saw not, and ears that heard not, and noses that smelled not, and palates that tasted not, and skins that felt not, and muscles that would not work. They have insisted on taking the words out of Nature's mouth and speaking for her. They have thought it derogatory to play a subordinate part to the object itself."

This subject has been well treated by Mr. Thos. M. Balliet in a paper on shortening the curriculum (*New York School Journal*, 10th Nov., 1888). "Studies," says he, "are of two kinds (1) studies which supply the mind with thoughts of images, and (2) those which give us 'labels,' *i.e.* the means of indicating and so communicating thought. Under the last head come the study of language, writing (including spelling), notation, &c." Mr. Balliet proposes, as Comenius did, that the symbol subjects shall not be taken separately, but in connexion with the thought subjects. Especially in the mother-tongue, we should study language for thought, not thought for the sake of language.

But after all though we may and *should* bring the young in connexion with the objects of thought and not with words merely, we must not forget that the scholastic aspect of things will differ from the practical. When brought into the schoolroom the thing must be divested of details and surroundings, and used to give a conception of one of a class. The fir tree of the schoolboy cannot be the fir tree of the wood-cutter. The "boiler" becomes a cylinder subject to internal or external pressure. It is not the thing that the engine-driver knows will burn and corrode, get foul in its tubes and loose in its joints, and be liable to burst. (See Mr. C. H. Benton on "Practical and Theoretical Training" in *Spectator*,

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Unity of Knowledges.

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taking that as the basis of his theory, he watches the life of birds, the growth of trees, or the quiet influence of the sun, and thus substitutes for the nature of man nature *without* man (*die objective Natur*). And yet by Nature he understands that first and primordial state to which as to our original [idea] we should be restored, and by the voice of Nature he understands the universal Providence of God or the ceaseless influence of the Divine Goodness working all in all, that is, leading every creature to the state ordained for it. The vegetative and animal life in Nature is according to Comenius himself not life at all in its highest sense, but the only true life is the intellectual or spiritual life of Man. No doubt in the two lower kinds of life certain analogies may be found for the higher; but nothing can be less worthy of reliance and less scientific than a method which draws its principles for the higher life from what has been observed in the lower." (A. Vogel's *Gesch. d. Pädagogik als Wissenschaft*, p. 94.)

§ 52. This seems to me judicious criticism; but whatever mistakes he may have made Comenius, like Froebel long after him, strove after a higher unity which should embrace knowledge of every kind. The connexion of knowledges (so constantly overlooked in the schoolroom) was always in his thoughts. "We see that the branches of a tree cannot live unless they all alike suck their juices from a common trunk with common roots. And can we hope that the branches of Wisdom can be torn asunder with safety to their life, that is to truth? Can one be a Natural Philosopher

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10th Nov., 1888). The school knowledge of things no less than of words may easily be over-valued. It should be given not for itself but to excite interest and draw out the powers of the mind.



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*Janua Linguarum.*

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in words and things, Comenius determined to write a book for carrying it out. Just then there fell into his hands a book which a less open-minded man might have thrown aside on account of its origin, for it was written by the bitter foes and persecutors of the Bohemian Protestants, by the Jesuits. But Comenius says truly, "I care not whether I teach or whether I learn," and he gave a marvellous proof of this by adopting the linguistic method of the Jesuits' *Janua Linguarum*.\*

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\* As far as my experience goes there are few men capable both of teaching and being taught, and of these rare beings Comenius was a noble example. The passage in which he acknowledges his obligation to the Jesuits' *Janua* is a striking proof of his candour and open-mindedness.

As an experiment in language-teaching this *Janua* is a very interesting book, and will be well worth a note. From Augustin and Alois de Backer's *Bibliothèque des Ecrivains de la C. de Jésus*, I learn that the author William Bath or Bathe [Latin Bateus] was born in Dublin in 1564, and died in Madrid in 1614. "A brief introduction to the skill of song as set forth by William Bathe, gent." is attributed to him; but we know nothing of his origin or occupation till he entered on the Jesuit noviciate at Tournai in 1596. Either before or after this "he ran" as he himself tells us "the pleasant race of study" at Beauvais. After studying at Padua he was sent as Spiritual Father to the Irish College at Salamanca. Here, according to C. Sommervogel he wrote two Latin books. He also designed the *Janua Linguarum*, and carried out the plan with the help of the other members of the college. The book was published at Salamanca "apud de Cea Tesa" 1611, 4°. Four years afterwards an edition with English version added was published in London edited by Wm. Welde. I have never seen the Spanish version, but a copy of Welde's edition (wanting title page) was bequeathed to me by a friend honoured by all English-speaking students of education, Joseph Payhe. The *Janua* must have had great success in this country, and soon had other editors. In an old catalogue I have seen "*Janua Linguarum Quadrilinguis*, or a Messe of Tongues, Latine, English, French, Spanish, neatly served up together for a wholesome repast to



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### The Jesuits' Janua.

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This "Noah's Ark for words," treated in a series of proverbs of all kinds of subjects, in such a way as to introduce in a natural connection every common word in the Latin language. "The idea," says Comenius, "was better than the

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the worthy curiosity of the studious, sm. 4to, Matthew Lowndes, 1617." This must have been the early edition of Isaac Habrecht. I have his "*Janua Linguarum Silinguis. Argentine* (Strassburg), 1630," and in the Preface he says that the first English edition came out in 1615, and that he had added a French version and published the book at London in four languages in 1617. I have seen "sixth edition 1627," also published by Lowndes, and edited "opera I. H. (John Harmer, called in Catalogue of British Museum 'Rector of Ewhurst') Scholæ Sancti Albani Magistri primarii." Harmer, I think, suppressed all mention of the author of the book, but he kept the title. This seems to have been altered by the celebrated Scioppius who published the book as *Pascasii Grosippii Mercurius bilinguis*.

This Jesuits' *Janua* is one of the most interesting experiments in language teaching I ever met with. Bathe and his co-adjutors collected as they believed all the common root words in the Latin language; and these they worked up into 1,200 short sentences in the form of proverbs. After the sentences follows a short Appendix *De ambiguis* of which the following is a specimen: "Dum malum comedis juxta malum navis, de malo commisso sub malo vetita meditare. While thou eatest an apple near the mast of a ship, think of the evil committed under the forbidden apple tree." An alphabetical index of all the Latin words is then given, with the number of the sentence in which the word occurs.

Prefixed to this *Janua* we find some introductory chapters in which the problem: What is the best way of learning a foreign language? is considered and some advance made towards a solution. "The body of every language consisteth of four principal members—words, congruity, phrases, and elegance. The dictionary sets down the words, grammar the congruities, Authors the phrases, and Rhetoricians (with their figures) the elegance. We call phrases the proper forms or peculiar manners of speaking which every Tongue hath." (Chap. 1 *ad fi.*)

### C. adapts Jesuits' *Janua*.

execution. Nevertheless, inasmuch as they (the Jesuits) were the prime inventors, we thankfully acknowledge it, nor will we upbraid them with those errors they have committed." (Preface to Anchoran's trans. of *Janua*.)

§ 56. The plan commended itself to Comenius on various grounds. First, he had a notion of giving an outline of all knowledge before anything was taught in detail. Next, he

Hitherto, says Bathe, there have been in use, only two ways of learning a language, "regular, such as is grammar, to observe the congruities; and irregular such as is the common use of learners, by reading and speaking in vulgar tongues." The "regular" way is more certain, the "irregular" is easier. So Bathe has planned a middle way which is to combine the advantages of the other two. The "congruities" are learnt regularly by the grammar. Why are not the "words" learned regularly by the dictionary? 1st, Because the Dictionary contains many useless words; 2nd, because compound words may be known from the root words without special learning; 3rd, because words as they stand in the Dictionary bear no sense and so cannot be remembered. By the use of this *Janua* all these objections will be avoided. Useful words and root words only are given, and they are worked up into sentences "easy to be remembered." And with the exception of a few little words such as *et, in, qui, sum, fio* no word occurs a second time; thus, says Bathe, the labour of learning the language will be lightened and "as it was much more easy to have known all the living creatures by often looking into Noe's Ark, wherein was a selected couple of each kind, than by travelling over all the world until a man should find here and there a creature of each kind, even in the same manner will all the words be far more easily learned by use of these sentences than by hearing, speaking or reading until a man do accidentally meet with every particular word." (Proeme *ad f.*) "We hope no man will be so ingrateful as not to think this work very profitable," says the author. For my own part I feel grateful for such an earnest attempt at "retrieving of the curse of Babylon," but I cannot show my gratitude by declaring "this work very profitable." The attempt to squeeze the greater part of a language into 1,200 short sentences could produce nothing better than

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**Anchoran's edition of C.'s Janua.**

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could by such a book connect the teaching about simple things with instruction in the Latin words which applied to them. And thirdly, he hoped by this means to give such a complete Latin vocabulary as to render the use of Latin easy for all requirements of modern society. He accordingly wrote a short account of things in general, which he put in the form of a dialogue, and this he published in Latin and German at Leszna in 1531. The success of this work, as we have already seen, was prodigious. No doubt the spirit which animated Bacon was largely diffused among educated men in all countries, and they hailed the appearance of a book which called the youth from the study of old philosophical ideas to observe the facts around them.

§ 57. The countrymen of Bacon were not backward in adopting the new work, as the following, from the title-page of a volume in the British Museum, will show: "The Gate of Tongues Unlocked and Opened; or else, a Seminary or Seed-plot of all Tongues and Sciences. That is, a short way of teaching and thoroughly learning, within a yeare and a half at the furthest, the Latine, English, French and any other tongue, with the ground and foundation of arts and sciences, comprised under a hundred titles and 1058 periods. In Latin first, and now, as a token of thankfulness, brought to light in Latine, English and French, in the behalfe of the most illustrious Prince Charles, and of British, French, and Irish youth. The 4th edition, much enlarged, by the labour and industry of John Anchoran, Licentiate in Divinity. London. Printed by Edward Griffin for Michael Sparke, dwelling at the Blew Bible in Green Arbor, 1639." The first edition must have been some years earlier, and the work

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a curiosity. The language could not be thus squeezed into the memory of the learner.

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Change to be made by Janua.

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contains a letter to Anchoran from Comenius dated "Lessivæ polonorum (Leszna) 11th Oct, 1632." So we see that, however the connexion arose, it was Anchoran not Hartlib who first made Comenius known in England.

§ 58. In the preface to the volume (signed by Anchoran and Comenius) we read of the complaints of "Ascam, Vives, Erasmus, Sturmius, Frisclinius, Dornavius and others." The Scaligers and Lipsius did climb but left no track. "Hence it is that the greater number of schools (howsoever some boast the happinesse of the age and the splendour of learning) have not as yet shaken off their ataxies. The youth was held off, nay distracted, and is yet in many places delayed with grammar precepts infinitely tedious, perplexed, obscure, and (for the most part) unprofitable, and that for many years." The names of things were taught to those who were in total ignorance of the things themselves.

§ 59. From this barren region the pupil was to escape to become acquainted with things. "Come on," says the teacher in the opening dialogue, "let us go forth into the open air. There you shall view whatsoever God produced from the beginning, and doth yet effect by nature. Afterwards we will go into towns, shops, schools, where you shall see how men do both apply those Divine works to their uses, and also instruct themselves in arts, manners, tongues. Then we will enter into houses, courts, and palaces of princes, to see in what manner communities of men are governed. At last we will visit temples, where you shall observe how diversely mortals seek to worship their Creator and to be spiritually united unto Him, and how He by His Almightiness disposeth all things." (This is from the 1656 edition, by "W.D.")

The book is still amusing, but only from the quaint

### Popularity of *Janua* shortlived.

manner in which the mode of life two hundred years ago is described in it.\*

§ 60. But though parts of the book may on first reading have gratified the youth of the seventeenth century, a great deal of it gave scanty information about difficult subjects, such as physiology, geometry, logic, rhetoric, and that too in the driest and dullest way. Moreover, in his first version (much modified at Saros-Patak) Comenius following the Jesuit boasts that no important word occurs twice; so that the book, to attain the end of giving a perfect stock of Latin words, would have to be read and re-read till it was almost known by heart; and however amusing boys might find an account of their toys written in Latin the first time of reading, the interest would somewhat wear away by the fifth or sixth time. We cannot then feel much surprised on reading this "general verdict," written some years later, touching those earlier works of Comenius: "They are of singular use, and very advantageous to those of more discretion (especially to such as have already got a smattering in Latin), to help their memories to retain what they have scatteringly gotten here and there, and to furnish them with many words which perhaps they had not formerly read or so well observed;

\* This book must have had a great sale in England. Anchoran's version (the Latin title of which is *Porta* not *Janua*) went through several editions. I have a copy of *Janua Linguarum Reservata* "formerly translated by Tho. Horn: afterwards much corrected and amended by Joh. Robotham: now carefully reviewed and exactly compared with all former editions, foreign and others, and much enlarged both in the Latine and English: together with a Portall . . . by G. P. 1647." "W. D." was a subsequent editor, and finally it was issued by Roger Daniel, to whom Comenius dedicates from Amsterdam in 1659 as "*Domino Rogero Danieli, Bibliopolæ ac Typographo Londinensi celeberrimo.*"



### Lubinus projector of *Orbis Pictus*.

but to young children (whom we have chiefly to instruct, as those that are ignorant altogether of most things and words), they prove rather a mere toil and burden than a delight and furtherance." (Chas. Hoole's preface to his trans. of *Orbis Pictus*, dated "From my school in *Lothbury*, London, Jan. 25, 1658.")

§ 61. The "*Janua*" would, therefore, have had but a short-lived popularity with teachers, and a still shorter with learners, if Comenius had not carried out his principle of appealing to the senses, and adopted a plan which had been suggested, nearly 50 years earlier, by a Protestant divine, Lubinus,\* of Rostock. The artist was called in, and with

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\* Eilhardus Lubinus or Eilert Lueben, born 1565; was Professor first of Poetry then of Theology at Rostock, where he died in 1621. This projector of the most famous school-book of modern times seems not to be mentioned in K. A. Schmid's great *Encyklopädie*, at least in the first edition. (I have not seen the second.) I find from F. Sander's *Lexikon d. Pädagogik* that Ratke declared he learnt nothing from Lubinus, while Comenius recognised him gratefully as his predecessor. This is just what we should have expected from the character of Ratke and of Comenius. Lubinus advocated the use of interlinear translations and published (says Sander) such translations of the New Testament, of Plautus, &c. The very interesting Preface to the New Test., was translated into English by Hartlib and published as "The True and Readie Way to Learne the Latine Tongue by E. Lubinus," &c., 1654. The date given for Lubinus' preface is 1614. L. finds fault with the grammar teaching which is thrashed into boys so that they hate their masters. He would appeal to the senses: "For from these things falling under the sense of the eyes, and as it were more known, we will make entrance and begin to learn the Latin speech. Four-footed living creatures, creeping things, fishes and birds which can neither be gotten nor live well in these parts ought to be painted. Others also, which because of their bulk and greatness cannot be shut up in houses may be made in a lesser form, or drawn with the pencil, yet of such bigness as

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### Orbis Pictus described.

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Endter at Nürnberg in 1657 was published the first edition of a book which long outlived the *Janua*. This was the famous *Orbis Sensualium Pictus*, which was used for a century at least in many a schoolroom, and lives in imitations to the present day. Comenius wrote this book on the same lines as the *Janua*, but he goes into less detail, and every subject is illustrated by a small engraving. The text is mostly on the opposite page to the picture, and is connected with it by a series of corresponding numbers. Everything named in the text is numbered as in the picture. The artist employed must have been a bold man, as he sticks at nothing; but in skill he was not the equal of many of his contem-

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they may be well seen by boys even afar off." He says he has often counselled the Stationers to bring out a book "in which all things whatsoever which may be devised and written and seen by the eyes, might be described, so as there might be also added to all things and all parts and members of things, its own proper word, its own proper appellation or term expressed in the Latin and Dutch tongues" (pp. 22, 23). "Visible things are first to be known by the eyes" (p. 23), and the joining of seeing the thing and hearing the name together "is by far the profitablest and the bravest course, and passing fit and applicable to the age of children." Things themselves if possible, if not, pictures (p. 25). There are some capital hints on teaching children from things common in the house, in the street, &c. One Hadrianus Junius has made a "nomenclator" that may be useful. In the pictures of the projected book there are to be lines under each object, and under its printed name. (The excellent device of corresponding numbers seems due to Comenius.) For printing below the pictures L. also suggests sentences which are simpler and better for children than those in the *Vestibulum*, e.g. "Panis in Mensa positus est, Felis vorat Murem."

In the Brit. Museum there is a copy of *Medulla Lingue Græcæ* in which L. works up the root words of Greek into sentences. He was evidently a man with ideas. Comenius thought of them so highly that he tried to carry out another at Saros-Patak, the plan of a "Cœnobium" or Roman colony in which no language should be used but Latin.

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Why C.'s schoolbooks failed.

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poraries; witness the pictures in the Schaffhausen *Janua* (Editio secunda, SchaffhusI, 1658), in Daniel's edition of the *Janua*, 1562, and the very small but beautiful illustrations in the *Vestibulum* of "Jacob Redinger and J. S." (Amsterdam, 1673). However, the *Orbis Pictus* gives such a quaint delineation of life 200 years ago that copies with the original engravings keep rising in value, and an American publisher (Bardeen of Syracuse, New York), has lately reproduced the old book with the help of photography.

§ 62. And yet as instruments of teaching, these books, *i.e.* the *Vestibulum* and the *Janua* and even the *Orbis Pictus* which in a great measure superseded both, proved a failure. How shall we account for this?

Comenius immensely over-estimated the importance of knowledge and the power of the human mind to acquire knowledge. He took it for the heavenly idea that *man should know all things*. This notion started him on the wrong road for forming a scheme of instruction, and it needed many years and much experience to show him his error. When he wrote the *Orbis Pictus* he said of it: "It is a *little book*, as you see, of no great bulk, yet a brief of the whole world and a whole language;" (Hoole's trans. Preface); and he afterwards speaks of "this our *little encyclopædia* of things subject to the senses." But in his old age he saw that his text-books were too condensed and attempted too much (Laurie, p. 59); and he admitted that after all Seneca was right: "*Melius est scire pauca et illis recte uti quam scire multa, quorum ignores usum.* It is better to know a few things and have the right use of them than to know many things which you cannot use at all."

§ 63. The attempt to give "information" has been the ruin of a vast number of professing educators since Comenius.

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Compendia Dispendia.

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Masters "of the old school" whom some of us can still remember made boys learn Latin and Greek Grammar and *nothing else*. Their successors seem to think that boys should not learn Latin and Greek Grammar but *everything else*: and the last error I take to be much worse than the first. As Ruskin has neatly said, education is not teaching people to know what they do not know, but to behave as they do not behave. It is to be judged not by the knowledge acquired, but the habits, powers, interests: knowledge must be thought of "last and least."

§ 64. So the attempt to teach about everything was unwise. The means adopted were unwise also. It is a great mistake to suppose that a "general view" should come first; this is not the right way to give knowledge in any subject. "A child begins by seeing bits of everything—here a little and there a little; it makes up its wholes out of its own littles, and is long in reaching the fulness of a whole; and in this we are children all our lives in much." (Dr. John Brown in *Horæ Subsecivæ*, p. 5.) So nothing could have been much more unfortunate than an attempt to give the young "a brief of the whole world." *Compendia, dispendia*.

§ 65. Corresponding to "a brief of the whole world," Comenius offers "a brief of a whole language." The two mistakes were well matched. In "the whole world" there are a vast number of things of which we must, and a good number of which we very advantageously *may* be ignorant. In a language there are many words which we cannot know and many more which we do not want to know. The language lives for us in a small vocabulary of essential words, and our hold upon the language depends upon the power we have in receiving and expressing thought by means of those words. But the Jesuit Bath, and after him Comenius,



### Comenius and Science of Education.

made the tremendous mistake of treating all Latin words as of equal value, and took credit for using each word once and once only! Moreover, Comenius wrote not simply to teach the Latin language, but also to stretch the Latin language till it covered the whole area of modern life. He aimed at two things and missed them both.

§ 66. We see then that Comenius was not what Hallam calls him, "a man who invented a new way of learning Latin." He did not do this, but he did much more than this. He saw that every human creature should be trained up to become a reasonable being, and that the training should be such as to draw out God-given faculties. Thus he struck the key-note of the science of education.

The quantity and the diffuseness of the writings of Comenius are truly bewildering. In these days eminent men, Carlyle, *e.g.*, sometimes find it difficult to get into print; but printing-presses all over Europe seemed to be at the service of Comenius. An account of the various editions of the *Janua* would be an interesting piece of bibliography, but the task of making it would not be a light one. The earliest copy of which I can find a trace is entered in the catalogue of the Bodleian: "Comenius J. A. *Janua Linguarum*, 8vo, Lips (Leipzig) 1632." I also find there another copy entered "per Anchoranum, cum clave per W. Saltonstall, London, 1633."

The fame of Comenius is increasing and many interesting works have now been written about him. I have already mentioned the English books of Benham and Laurie. In German I have the following books, but not the time to read them all:—

Daniel, H. A. *Zerstreute Blätter*. Halle, 1866.

Free, H. *Pädagogik d. Comenius*. Bernburg, 1884.

Hiller, R. *Latein Methode d. J. A. Comenius*. Zschopau, 1883.  
(v. g. and terse; only 46 pp.)

Müller, Walter. *Comenius ein Systematiker in d. Päd.* Dresden, 1887.

Pappenheim, E. *Amos Comenius*. Berlin, 1871.



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Books on Comenius.

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Seyffarth, L. W. *J. A. Comenius*. Leipzig, 2nd edition, 1871. (A careful and, as far as I can judge in haste, an excellent piece of work.)

Zoubek, Fr. J. *J. A. Comenius. Eine quellenmässige Lebensskizze*, (Prefixed to trans. of *Didac. M.* in Richter's *Päd. Bibliothek*.)

For a Port-Royalist's criticism of the *Janua*, see *infra*. (p. 185 note.)

## XI.

## THE GENTLEMEN OF PORT-ROYAL.\*

§ 1. In the sixteen-hundreds by far the most successful schoolmasters were the Jesuits. In spite of their exclusion from the University, they had in the Province of Paris some 14,000 pupils, and in Paris itself at the Collège de Clermont, 1,800. Might they not have neglected "the Little Schools," which were organized by the friends and disciples of the Abbé de Saint-Cyran, schools in which the numbers were always small, about twenty or twenty-five, and only once increasing to fifty? And yet the Jesuits left no stone unturned, no weapon unemployed, in their attack on "the Little Schools." The conflict seems to us like an engagement between a man-of-war and a fishing-boat. That the poor fishing-boat would soon be beneath the waves, was clear enough from the beginning, and she did indeed speedily disappear; but the victors have never recovered from their victory and never will. Whenever we think of Jesuitism we are not more forcibly reminded of Loyola than of Pascal. All educated Frenchmen, most educated people everywhere, get their best remembered impressions of the Society of Loyola from the Provincial Letters.†

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\* For full titles of the books referred to see p. 195.

† The solitaires of Port-Royal used to vary their mental toil with manual. A Jesuit having maliciously asked whether it was true that

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The Jesuits and the Arnaulds.

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§ 2. The Society had a long standing rivalry with the University of Paris, and the University not only refused to admit the Jesuits, but several times petitioned the Parliament to chase them out of France. On one of these occasions the advocate who was retained by the University was Antoine Arnauld, a man of renowned eloquence; and he threw himself into the attack with all his heart. From that time the Jesuits had a standing feud with the house of Arnauld.

§ 3. But it was no mere personal dislike that separated the Port-Royalists and the Jesuits. Port-Royal with which the Arnauld family was so closely united, became the stronghold of a theology which was unlike that of the Jesuits, and was denounced by them as heresy. The daughter of Antoine Arnauld was made, at the age of eleven years, Abbess of Port-Royal, a Cistercian convent not far from Versailles. This position was obtained for her by a fraud of Marion, Henry IV's advocate-general, who thought only of providing comfortably for one of the twenty children to whom his daughter, Made. Arnauld, had made him grandfather. Never was a nomination more scandalously obtained or used to better purpose. The Mère Angélique is one of the saints of the universal church, and she soon became the restorer of the religious life first in her own and then by her influence and example in other convents of her Order.

§ 4. In these reforms she had nothing to fear from her hereditary foes the Jesuits; but she soon came under the influence of a man whose theory of life was as much opposed

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Monsieur Pascal made shoes, met with the awkward repartee, "*Je ne sais pas s'il fait des souliers, mais je crois qu'il vous a porté une fameuse botte.*"

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**Saint-Cyran and Port-Royal.**

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to the Jesuits' theory as to that of the world which found in the Jesuits the most accommodating father confessors.

Duvergier de Hauranne (1581-1643) better known by the name of his "abbaye," Saint-Cyran, was one of those commanding spirits who seem born to direct others and form a distinct society. In vain Richelieu offered him the posts most likely to tempt him. The prize that Saint-Cyran had set his heart upon was not of this world, and Richelieu could assist him in one way only—by persecution. This assistance the Cardinal readily granted, and by his orders Saint-Cyran was imprisoned at Vincennes, and not set at liberty till Richelieu was himself summoned before a higher tribunal.

§ 5. Driven by prevailing sickness from Port-Royal des Champs, the Mère Angélique transported her community (in 1626) to a house purchased for them in Paris by her mother who in her widowhood became one of the Sisters. In Paris Angélique sought for herself and her convent the spiritual direction of Saint-Cyran (not yet a prisoner), and from that time Saint-Cyran added the Abbess and Sisters of Port-Royal to the number of those who looked up to him as their pattern and guide in all things.

Port-Royal des Champs was in course of time occupied by a band of solitaries who at the bidding of Saint-Cyran renounced the world and devoted themselves to prayer and study. To them we owe the works of "the Gentlemen of Port-Royal."

§ 6. It is then to Saint-Cyran we must look for the ideas which became the distinctive mark of the Port-Royalists.

Saint-Cyran was before all things a theologian. In his early days at Bayonne his studies had been shared by a

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Saint-Cyran an "Evangelical."

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friend who afterwards was professor of theology at Louvain, and then Bishop of Ypres. This friend was Jansenius. Their searches after truth had brought them to opinions which in the England of the nineteenth century are known as "Evangelical." According to "Catholic" teaching all those who receive the creed and the sacraments of the Church and do not commit "mortal" sin are in a "state of salvation," that is to say the great majority of Christians are saved. This teaching is rejected by those of another school of thought who hold that only a few "elect" are saved and that the great body even of Christians are doomed to perdition.

§ 7. Such a belief as this would seem to be associated of necessity with harshness and gloom; but from whatever cause, there has been found in many, even in most, cases no such connexion. Those who have held that the great mass of their fellow-creatures had no hope in a future world, have thrown themselves lovingly into all attempts to improve their condition in this world. Still, their main effort has always been to increase the number of the converted and to preserve them from the wiles of the enemy. This Saint-Cyran sought to do by selecting a few children and bringing them up in their tender years like hot-house plants, in the hope that they would be prepared when older and stronger, to resist the evil influences of the world.

§ 8. His first plan was to choose out of all Paris six children and to confide them to the care of a priest appointed to direct their consciences, and a tutor of not more than twenty-five years old, to teach them Latin. "I should think," says he, "it was doing a good deal if I did not advance them far in Latin before the age of twelve, and made them pass their first years confined to one house or a



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### Short career of the Little Schools.

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monastery in the country where they might be allowed all the pastimes suited to their age and where they might see only the example of a good life set by those about them." (Letter quoted by Carré, p. 20.)

§ 9. His imprisonment put a stop to this plan, "but," says Saint-Cyran, "I do not lightly break off what I undertake for God;" so when intrusted with the disposal of 2,000 francs by M. Bignon, he started the first "Little School," in which two small sons of M. Bignon's were taken as pupils. The name of "Little Schools," was given partly perhaps because according to their design the numbers in any school could never be large, partly no doubt to deprecate any suspicion of rivalry with the schools of the University. The children were to be taken at an early age, nine or ten, before they could have any guilty knowledge of evil, and Saint-Cyran made in all cases a stipulation that at any time a child might be returned to his friends; but in cases where the master's care seemed successful, the pupils were to be kept under it till they were grown up.

§ 10. The Little Schools had a short and troubled career of hardly more than fifteen years. They were not fully organized till 1646; they were proscribed a few years later and in 1661 were finally broken up by Louis XIV, who was under the influence of their enemies the Jesuits. But in that time the Gentlemen of Port-Royal had introduced new ideas which have been a force in French education and indeed in all literary education ever since.

To Saint-Cyran then we trace the attempt at a particular kind of school, and to his followers some new departures in the training of the intellect.

§ 11. Basing his system on the Fall of Man, Saint-Cyran came to a conclusion which was also reached by Locke

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Saint-Cyran & Locke on Public Schools.

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though by a different road. To both of them it seemed that children require much more individual care and watching than they can possibly get in a public school. Saint-Cyran would have said what Locke said: "The difference is great between two or three pupils in the same house and three or four score boys lodged up and down: for let the master's industry and skill be never so great, it is impossible he should have fifty or one hundred scholars under his eye any longer than they are in school together: Nor can it be expected that he should instruct them successfully in anything but their books; the forming of their minds and manners [preserving them from the danger of the enemy, Saint-Cyran would have said] requiring a constant attention and particular application to every single boy, which is impossible in a numerous flock, and would be wholly in vain (could he have time to study and correct everyone's peculiar defects and wrong inclinations) when the lad was to be left to himself or the prevailing infection of his fellows the greater part of the four-and-twenty hours." (*Thoughts c. Ed.* § 70.)

§ 12. An English public schoolmaster told the Commission on Public Schools, that he stood *in loco parentis* to fifty boys. "Rather a large family," observed one of the Commissioners drily. The truth is that in the bringing-up of the young there is the place of the schoolmaster and of the school-fellows, as well as that of the parents; and of these several forces one cannot fulfil the functions of the others.

§ 13. According to the theory or at least the practice of English public schools, boys are left in their leisure hours to organize their life for themselves, and they form a community from which the masters are, partly by their own over-work,

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Shadow-side of Public Schools.

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partly by the traditions of the school, utterly excluded. From this the intellectual education of the boys no doubt suffers. "Engage them in conversation with men of parts and breeding," says Locke; and this was the old notion of training when boys of good family grew up as pages in the household of some nobleman. But, except in the holidays, the young aristocrats of the present day talk only with other boys, and servants, and tradesmen. Hence the amount of thought and conversation given to school topics, especially the games, is out of all proportion to the importance of such things; and this does much to increase what Matthew Arnold calls "the barbarians'" inaptitude for ideas.

§ 14. What are we to say about the effects of the system on the morals of the boys? If we were to start like Saint-Cyran from the doctrine of human depravity, we should entirely condemn the system and predict from it the most disastrous results;\* but from experience we come to a very

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\* A master in a great public school once stated in a school address what masters and boys felt to be true. "It would hardly be too much to say that the whole problem of education is how to surround the young with good influences. I believe we must go on to add that if the wisest man had set himself to work out this problem without the teaching of experience, he would have been little likely to hit upon the system of which we are so proud, and which we call "the Public School System." If the real secret of education is to surround the young with good influences, is it not a strange paradox to take them at the very age when influences act most despotically and mass them together in large numbers, where much that is coarsest is sure to be tolerated, and much that is gentlest and most refining—the presence of mothers and sisters for example—is for a large part of the year a memory or an echo rather than a living voice? I confess I have never seen any answers to this objection which *apart from the test of experience* I should have been prepared to pronounce satisfactory. It is a simple truth that the moral

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### The Little Schools for the few only.

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different conclusion. Bishop Dupanloup, indeed, spoke of the public schools of France as "*ces gouffres*." This is not what is said or thought of the English schools, and they are filled with boys whose fathers and grandfathers were brought up in them, and desire above all things to maintain the old traditions.

§ 15. The Little Schools of Port-Royal aimed at training a few boys very differently; each master had the charge of five or six only, and these were never to be out of his presence day or night.\*

§ 16. It may reasonably be objected that such schools would be possible only for a few children of well-to-do parents, and that men who would thus devote themselves could be found only at seasons of great enthusiasm. Under ordinary circumstances small schools have most of the drawbacks and few of the advantages which are to be found in large

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dangers of our Public School System are enormous. It is the simple truth that do what you will in the way of precaution, you do give to boys of low, animal natures, the very boys who ought to be exceptionally subject to almost despotic restraint, exceptional opportunities of exercising a debasing influence over natures far more refined and spiritual than their own. And it is further the simple but the sad truth, that these exceptional opportunities are too often turned to account, and that the young boy's character for a time—sometimes for a long time—is spoiled or vulgarized by the influence of unworthy companions." This is what public schoolmasters, if their eyes are not blinded by routine, are painfully conscious of. But they find that in the end good prevails; the average boy gains a manly character and contributes towards the keeping up a healthy public opinion which is of great effect in restraining the evil-doer.

\* "The number of boarders was never very great, because to a master were assigned no more than he could have beds for in his room." (Fontaine's *Mémoire*, Carré, p. 24.)

### Advantages of great schools.

schools. As I have already said, parents, schoolmasters, and school-fellows have separate functions in education; and even in the smallest school the master can never take the place of the parent, or the school become the home. Children at home enter into the world of their father and mother; the family friends are *their* friends, the family events affect them as a matter of course. But in the school, however small, the children's interests are unconnected with the master and the master's family. The boys may be on the most intimate, even affectionate terms with the grown people who have charge of them; but the mental horizon of the two parties is very different, and their common area of vision but small. In such cases the young do not rise into the world of the adults, and it is almost impossible for the adults to descend into theirs. They are "no company" the one for the other, and to be constantly in each other's presence would subject both to very irksome restraint. When left to themselves, boys in small numbers are far more likely to get into harm than boys in large numbers. In large communities even of boys, "the common sense of most" is a check on the badly disposed. So as it seems to me if from any cause the young cannot live at home and attend a day-school, they will be far better off in a large boarding school than in one that would better fulfil the requirements of Erasmus,\* Saint-Cyran, and Locke.

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\* "*Plerisque placet media quædam ratio, ut apud unum Præceptorem quinque sexve pueri instituantur: ita nec sodalitas deerit ætati, cui convenit alacritas; neque non sufficiet singulis cura Præceptoris; et facile vitabitur corruptio quam affert multitudo.* Many take up with a middle course, and would have five or six boys placed with one preceptor; in this way they will not be without companionship at an age when from their liveliness they seem specially to need it, and the master



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Choice of masters & servants. Watch & pray.

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§ 17. As Saint-Cyran attributed immense importance to the part of the master in education, he was not easily satisfied with his qualifications. "There is no occupation in the Church that is more worthy of a Christian; next to giving up one's life there is no greater charity . . . The charge of the soul of one of these little ones is a higher employment than the government of all the world." (Cadet, 2.) So thought Saint-Cyran, and he was ready to go to the ends of the earth to find the sort of teacher he wanted.

§ 18. He was so anxious that the children should see only that which was good that the servants were chosen with peculiar care.

§ 19. For the masters his favourite rule was: "Speak little; put up with much; pray still more." Piety was not to be instilled so much by precepts as by the atmosphere in which the children grew up. "Do not spend so much time in speaking to them about God as to God about them;" so formal instruction was never to be made wearisome. But there was to be an incessant watch against evil influences and for good. "In guarding the citadel," says Lancelot, "we fail if we leave open a single gateway by which the enemy might enter."

§ 20. Though anxious, like the Jesuits, to make their boys' studies "not only endurable, but even delightful," the Gentlemen of Port-Royal banished every form of rivalry. Each pupil was to think of one whom he should try to catch up, but this was not a school-fellow, but his own higher self, his

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may give sufficient care to each individual; moreover, there will be an easy avoidance of the moral corruption which numbers bring." Erasmus on *Christian Marriage* quoted by Cousset in Sainte-Beuve, P. Riiij, bk. 4, l. 404.

### No rivalry or pressure. Freedom from routine.

ideal. Here Pascal admits that the exclusion of competition had its drawbacks and that the boys sometimes became indifferent—"tombent dans la nonchalance," as he says.

§ 21. As for the instruction it was founded on this principle: the object of schools being piety rather than knowledge there was to be no pressure in studying, but the children were to be taught what was sound and enduring.

§ 22. In all occupations there is of necessity a tradition. In the higher callings the tradition may be of several kinds. First there may be a tradition of noble thoughts and high ideals, which will be conveyed in the words of the greatest men who have been engaged in that calling, or have thought out the theory of it. Next there will be the tradition of the very best workers in it. And lastly there is the tradition of the common man who learns and passes on just the ordinary views of his class and the ordinary expedients for getting through ordinary work. Of these different kinds of tradition, the school-room has always shown a tendency to keep to this last, and the common man is supreme. Young teachers are mostly required to fulfil their daily tasks without the smallest preparation for them; so they have to get through as best they can, and have no time to think of any high ideal, or of any way of doing their work except that which gives them least trouble. "Practice makes perfect," says the proverb, but it would be truer to say that practice in doing work badly soon makes perfect in contentment with bad workmanship. Thus it is that the tradition of the school-room settles down for the most part into a deadly routine, and teachers who have long been engaged in carrying it on seem to lose their powers of vision like horses who turn mills in the dark.

The Gentlemen of Port-Royal worked free from school-

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**Study a delight. Reading French first.**

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room tradition. "If the want of emulation was a drawback," says Sainte-Beuve, "it was a clear gain to escape from all routine, from all pedantry. *La crasse et la morgue des régents n'en approchaient pas.*" (*P.R.* vol. iij, p. 414.) Piety as we have seen was their main object. Next to it they wished to "carry the intellects of their pupils to the highest point they could attain to."

§ 23. In doing this they profited by their freedom from routine to try experiments. They used their own judgments and sought to train the judgment of their pupils. Themselves knowing the delights of literature, they resolved that their pupils should know them also. They would banish all useless difficulties and do what they could to "help the young and make study even more pleasant to them than play and pastime." (Preface to Cic.'s *Billets*, quoted by Sainte-Beuve, vol. iij, p. 423.)

§ 24. One of their innovations, though startling to their contemporaries, does not seem to us very surprising. It was the custom to begin reading with a three or four years' course of reading Latin, because in that language all the letters were pronounced. The connexion between sound and sense is in our days not always thought of, but even among teachers no advocates would now be found for the old method which kept young people for the first three or four years uttering sounds they could by no possibility understand. The French language might have some disadvantage from its silent letters, but this was small compared with the disadvantage felt in Latin from its silent sense. So the Port-Royalists began reading with French.

§ 25. Further than this, they objected to reading through spelling, and pointed out that as consonants cannot be pronounced by themselves they should be taken only in

## Literature. Mother-tongue first.

connexion with the adjacent vowel. Pascal applied himself to the subject and invented the method described in the 6th chap. of the General Grammar (Carré, p. xxij) and introduced by his sister Jacqueline at Port-Royal des Champs.

§ 26. When the child could read French, the Gentlemen of Port-Royal sought for him books within the range of his intelligence. There was nothing suitable in French, so they set to work to produce translations in good French of the most readable Latin books, "altering them just a little—*en y changeant fort peu de chose*," as said the chief translator De Saci, for the sake of purity. In this way they gallicised the Fables of Phædrus, three Comedies of Terence, and the Familiar Letters (*Billets*) of Cicero.

§ 27. In this we see an important innovation. As I have tried to explain (*supra* pp. 14 ff.) the effect of the Renaissance was to banish both the mother-tongue and literature proper from the school-room; for no language was tolerated but Latin, and no literature was thought possible except in Latin or Greek. Before any literature could be known, or indeed, instruction in any subject could be given, the pupils had to learn Latin. This neglect of the mother-tongue was one of the traditional mistakes pointed out and abandoned by the Port-Royalists. "People of quality complain," says De Saci, "and complain with reason, that in giving their children Latin we take away French, and to turn them into citizens of ancient Rome we make them strangers in their native land. After learning Latin and Greek for 10 or 12 years, we are often obliged at the age of 30 to learn French." (Cadet, 10.) So Port-Royal proposed breaking through this bondage to Latin, and laid down the principle, new in France, though not in the country of

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Beginners' difficulties lightened.

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Mulcaster or of Ratke, that everything should be taught through the mother-tongue.

Next, the Port-Royalists sought to give their pupils an early and a pleasing introduction to literature. The best literature in those days was the classical ; and suitable works from that literature might be made intelligible *by means of translations*. In this way the Port-Royalists led their pupils to look upon some of the classical authors not as inventors of examples in syntax, but as writers of books that *meant* something. And thus both the mother-tongue and literature were brought into the school-room.

§ 28. When the boys had by this means got some feeling for literature and some acquaintance with the world of the ancients, they began the study of Latin. Here again all needless difficulties were taken out of their way. No attempt indeed was made to teach language without grammar, the rationale of language, but the science of grammar was reduced to first principles (set forth in the *Grammaire Générale et Raisonnée* of Arnauld and Lancelot), and the special grammar of the Latin language was no longer taught by means of the work established in the University, the *Latin Latin Grammar* of Despautère, but by a "New Method" written in French which gave essentials only and had for its motto : "Mihi inter virtutes grammatici habebitur aliqua nescire—To me it will be among the grammarian's good points not to know everything." (Quintil.)\*

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\* Lancelot's "New way of easily learning Latin (*Nouvelle Méthode pour apprendre facilement la langue Latine*)" was published in 1644, his method for Greek in 1655. This was followed in 1657 by his "Garden of Greek Roots (*Jardin des racines grecques*)" (see Cadet, pp. 15 ff.)

The Port-Royalists seem to me in some respects far behind Comenius, but they were right in rejecting him as a methodiser in language-